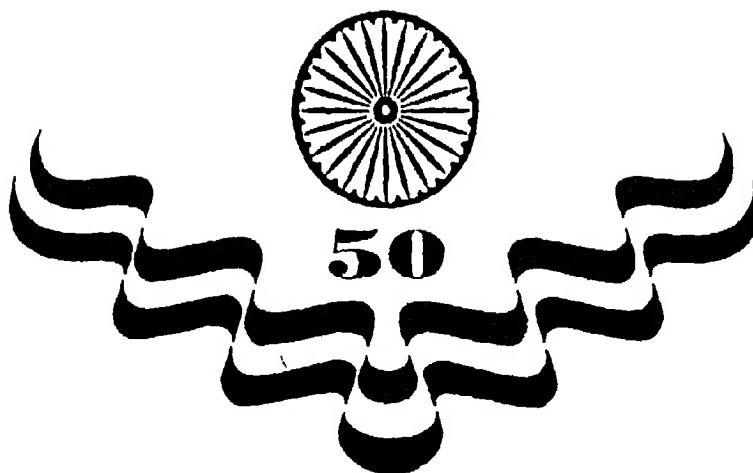


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**National Seminar-cum-workshop  
on  
Fifty Years of Women's Education  
in India (1947-97) :**

September 18-19, 1997

**REPORT**



**DEPARTMENT OF WOMEN'S STUDIES**  
National Council of Educational Research and Training  
Sri Aurobindo Marg, New Delhi-110016

1997

**EDUCATION OF THE GIRL CHILD**

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# **The Report of the National Seminar-cum-Workshop on Fifty Years of Women's Education in India (1947-97) Focus on the Girl Child (18-19 September, 1997)**

## **Background**

Education of girls and women has been on national agenda since independence. During the last fifty years a number of policy initiatives have been undertaken to promote education of girls. The National Policy of Education and the Programme of Action (Revised in 1992), gives an overriding priority to the removal of disparities. The National Policy of Education (NPE) 1986 has been a major landmark for women. The NPE, 1986 is perhaps the most radical statement of its times and a major landmark in the evolution of the status of women in India. The Policy addresses not only the issue of equality of educational opportunity for women but in fact commands the entire educational system to work for women's equality and empowerment. The Programme of Action emphasizes inter-sectoral collaboration and convergence of the efforts of all concerned ministries and the NGOs in promoting universal literacy and the Universalization of elementary education with focus on women and girls.

To commemorate 50 years of India's freedom, it was considered essential to assess the progress made in the country in the area of Women's Education and Development. Thus in consonance with the above objectives, the Department of Women's Studies organised a two day "National Seminar-cum-workshop on Fifty Years of Education in India (1947-97): Focus on the Girl Child" on 18-19 September, 1997 in Chacha Nehru Bhawan, CIET in the premises of the NCERT. The present report presents the deliberations of all partners and stakeholders, the policy planners and educational administrators, the leading educationists, the delegates and experts in the area of women's education and development who expressed their concerns in the mode of presentations, discussions, suggestions and critical analysis of all the relevant issues reflecting the present status of education of girls and women.

## **Objectives**

The objectives of the above workshop were as follows

- 1      Assess the progress made in the education of girls and women in the last fifty years in India (1947-97)
- 2      Identify critical issues in the education and development of girls
- 3      Future direction for education of girls and women towards achieving the ultimate goal of gender equality

**Participants** The participants included State Education Secretaries, Directors of Public Instructions and Directors of SCERTs (State Council of Educational Research and Training). The group also consisted of leading educationists and experts working in the area of women's education and development (List at Annexure 1)

## **Inaugural Session**

The workshop was inaugurated by Sh P R Das Gupta, Secretary, Deptt of Education, MHRD. The key note address was delivered by Smt Asha Dass, Secretary, Deptt of Women and Child Development, MHRD. Welcoming the Secretary and participants of the workshop, Prof. A K Sharma, Director, NCERT, highlighted NCERT's initiatives in respect to education of girls. He said that various researches, training programmes, advocacy campaigns and workshops organised by the NCERT have focussed attention on the girl child. He also mentioned that the effort of the organisation is to ensure that the girl child continues from primary to the secondary level. In the context of promoting education of girls, he felt that socio-cultural realities need to be examined. There is also need to redesign the curriculum to make it gender sensitive. At the secondary stage, undifferentiated curricula needs to be strengthened.

Prof. Usha Nayar, Head, Department of Women's Studies, NCERT, in her introductory presentation gave the framework of the workshop. She started by highlighting the diversities and disparities in the Indian context, specially in respect with gender. She presented the Constitutional framework and the policy shifts in educational planning and in the planning of women and child development. She particularly emphasised the drastic change in the present policy from educational equality to education for women equality. Another major landmark, according to her was the recognition of the girl child as an important entity in the region resulting in declaration of 1990s as the Decade of the Girl Child in SAARC countries. Prof. Nayar then proceeded to present the conceptual framework. She underlined how we have come from 'manpower planning' to 'human resource development', on to 'human development' and now ultimately to the 'human rights approach'. Prof. Nayar concluded her remarks by giving indices of Human Development Index (HDI), Gender Development Index (GDI) and Gender Empowerment Measure (GEM) comparing several countries of the northern and the southern hemisphere, and, the position of India in respect of each of these. In the end, she urged that the indicator movement must be kept alive and strengthened further as it helps us to know the direction of change and the pace of change towards desired social goals.

Shri P R Dasgupta in his inaugural address, congratulated the NCERT for the initiative in this critical area of girls' education. He said that education of girls and women's empowerment are critical to human development and national economies and we can neglect this area only at our own peril. He also shared his concern about existing disparities among the girls and the boys in education and the disparities among rural and urban girls. He endorsed the view put forward by Professor Nayar that the question of girls' education is also to be seen as a question of human rights. He concluded his observations by emphasizing that education of girl is an essential process which will give them the necessary control over resources and will enable them to challenge the existing power structures.

Ms Asha Das, Secretary, Department of Women and Child Development, MHRD, in her keynote address, pondered over the progress made as also the shortfalls in the education of girls. She said that the underlying malice is in the attitudes and therefore, the crucial task is to bring attitudinal change, not only amongst women but also among men. She underlined the need of value orientation in this regard. Ms Das also emphasised the need for change at the grassroot level. For this all agents i.e. government functionaries, official organisations, non-governmental organisations and individuals need to work together. She concluded that a balanced approach and focus is needed on considering families as the prime unit of change.

The vote of thanks was proposed by Dr Sushma Jareth, Senior Lecturer, Department of Women's Studies, NCERT. She expressed thanks to the participants for responding to the invitation and several agencies for sharing their materials for distribution among the participants. She said that this brief but intense interaction will strengthen the bonds of all partners working in the area of 'girls education and women empowerment' to include the national and state departments of education, the international organisations and the non-governmental organisations who were present in the workshop.

#### **Valedictory Address**

Prof A K Sharma, Director, NCERT while congratulating the DWS for the timely exercise in reviewing the progress and identifying the future task, highlighted his concern about the existing situation and future tasks. He suggested the need of a five yearly review and a white paper on education which should detail out what has been achieved, what has not been done as proposed, why we have not been able to achieve our goals. Where do we go from here and what are the type of strategies to be adopted in the future? He was of the view that if people do not exercise their right to education, we must make it a fundamental duty of every citizen. Referring to NFE as a strategy, he categorically said that we can not dispense with it. However, we need to question whether we are using it as a transition measure or as an alternative strategy. Or again, in the absence of parity of learning conditions and teacher salaries between the formal and the non formal system, if it is possible to compare the results of the two streams? In respect to open learning system, he emphasised the need to ensure that this caters to the need of remote areas. He also suggested that some features of the open learning system such as flexibility, relevance to special groups should also be credited to formal system. Referring to the issue of English, he suggested that it can be taught as a language but not as a medium of instruction.

A major area of concern highlighted by Prof Sharma, related to the functioning of DIET which are practically reduced to teacher training institutions. He underlined the urgent need of rejuvenating these institutions. Together with these he emphasised the need of a major change in the functioning of national/state and district level resource institutions. In the capacity building all these need to participate. Prof Sharma concluded his observations by emphasizing once again the need of mutual reinforcement of different agencies.

## **Technical Sessions**

There were five technical sessions in the workshop. The first session focussed on Early Childhood Care and Education (ECCE). The major issues discussed related to the poor coverage of programme (one in ten children in the age group 3-6) and infrastructure. Training of the Anganwadi workers, system of monitoring and evaluation and non availability of gender disaggregated data and absence of educational components in the Anganwadi centres were the other issues discussed. For optimizing the benefits of ECCE, the workshop suggested need of creating awareness through advocacy campaign and use of mass media on a large scale to have wider coverage, training of Anganwadi workers; integrated approach to health, education and development; and, systematic monitoring and evaluation with special emphasis on gender disaggregated information.

A major observation was that the pre-school component of ICDS was negligible. Hence need to strengthen it either by attaching it to existing primary school or NFE centre for girls whichever is feasible.

Gender sensitization emerged as another major area for training. Interaction of ICDS functionaries ECCE courses could be introduced on a large scale at plus two stage as a vocational course.

The second technical session was on Universalisation of Elementary Education (UEE) with focus on the girl child. After a review of the intervention strategies initiated by the states, some of the major issues highlighted related to indifferent attitude of the community to the education of girls, lack of schooling facilities within habitation; non-availability of women teachers to work in the rural areas, lack of drinking water facilities in schools. The Workshop recommended opening of separate primary schools for girls wherever there is demand for the same, provision of at least 50 per cent women teachers in primary schools, identifying gender gap in enrolment, retention and achievements, planning to be gender sensitive, and development of gender sensitive material for teacher's training.

The Third Technical Session on focussed on second level general, vocational and technical education. A major cause of concern in this area is the poor participation of girls at secondary and senior secondary level. Secondly, secondary, particular vocational and technical and higher is largely a urban phenomenon. Rural girls have poor access explaining gender gap in respect vocational and technical education only. An added disadvantage of girls is that they are concentrated in a few traditional courses first because of lack of access to science courses at secondary level and secondly because of societal expectation for soft courses for girls. Another issue in respect of this area is general lack of data regarding performance of girls in non-traditional sectors. Similarly very few studies are available on women in profession or on political participation of women.

Some major recommendations of the workshop in respect to secondary general and vocational education are a nation wide programme to strengthen science and maths teaching in all girls schools and conscious efforts by planners to encourage participation of girls in non-traditional and emergent technologies at all levels, women access to technical education in rural areas to be improved qualitatively and quantitatively, and create facility for entrepreneur training for women.

A major hurdle to women employment related to attitudes of employers, parents and society. Continuing educational programmes are needed to change the attitude. Training is also required to be given to women for increasing self-esteem.

“Women Empowerment Through Curriculum and Transaction” was discussed in the fourth session. The session not only focussed on curriculum and its transaction but also on school management processes which are not gender sensitive. The major recommendations of the session was to avoid use of he/him. The content should include positive contribution of women in different fields. For making curriculum transaction gender inclusive there is an urgent need of orientation of teachers and educational functionaries at all the level. School managers need special orientation to make management gender conscious. “All the textbooks need to be revised keeping in view gender focus.”

Considering that major chunk of girls in the age group 6-18 are out of school, the last technical session of the workshop focussed on ‘Education of Out-of-school Girls’. Three programmes i.e. Non Formal Education (NFE), Total Literacy Campaign (TLC) and Distance Education Programmes (NOS) were reviewed. Major issue related to the creation of demand and awareness generation. The need of improving the quality of education in these various programmes were emphasised to sustain demand. In respect of NFE a major recommendation was to establish a close link between NFE and formal system. For literacy programmes, a major emphasis has to be on continuing education programmes.





## **The Policy Framework**







## **Section - II |**

### **From Human Capital to Human Rights. The Gender Dimension: Review of Policies and Plans**

Fifty years is a small period in the life of a five thousand year old society with strong social, cultural and mythological traditions marked by immense diversities and disparities and a history of cross discrimination based on caste, class and gender. Yet these fifty years are important when they mark the golden jubilee of a country's independence from alien rule of several centuries. It is time for rejoicing and celebrations and it is also time for reckoning of promises made to ourselves, tasks finished and unfinished. Women of India have yet to come into their own as equal members and citizens of a socialist, secular, democratic republic that is committed to secure to all its citizens

- Justice, social, economic and political,
- Liberty of thought, expression, belief, faith and worship,
- Equality of status and of opportunity, and to promote among them all,
- Fraternity assuring the dignity of the individual and the unity and integrity of the nation

Five decades of freedom have not finished the servitude and subordination of Indian women and has not freed them from want, from hunger, illness, ignorance, from exploitation and indignities. The balance sheet needs to be prepared for promises made, for actions taken and tasks unfinished. It is not easy to undo in fifty years the damage done in five millennia but continuing to being a mere spectator from the sidelines would also be cowardice, when the rules of the game are violated and the umpires sit on high pedestals and watch and condone foul play. The agenda of women's equality and development remains unfinished. India has one of the most impressive set of laws for women and children/girls and yet little is known about them either by women themselves or by men. The Constitution of India not only grants equality to women and forbids any discrimination based on religion, race, caste, sex or place of birth but also empowers the state to practise protective discrimination in favour of women, children and any socially and educationally backward classes or for the Scheduled Castes and Scheduled Tribes.

The Indian Parliament has enacted several new laws and changed several existing laws to safeguard the interests of women, children and other disadvantaged sections of society. The socio economic development planning has attempted to create infrastructure and deliver basic services to the population with the goal of raising the quality of life. A large number of schemes and programmes have been initiated for women's development. Several high powered commissions and committees have been set up by the government from time to time to look into the specific interests of women and policy changes proposed. Further, India is a signatory to all major international covenants and

conventions on the rights of women and children in particular, and, those referring to of all humans. It is important to note that the Constitution is only fifty years old and is superimposed on a highly stratified, iniquitous social fabric of great antiquity, where the regulatory forces had rested with religion and the State. The Indian socio legal framework has, therefore, to content with deeply entrenched customs and traditions, beliefs and practices of a largely patriarchal and feudal past and present that contributes to the continued subordination women. We are not to forget that the bulk of the civil and criminal laws are a century old, may be well intended, but were conceived by, and meant for women, for a society which did not envision any public roles for women, and, was not particularly interested interfering with the personal laws that sanction an uneven division of labour and resources among the two sexes.

### **Diversities and Disparities**

India now has half a century's experience in dealing with sharp inequalities and disparities rooted in several millennia of its evolution. The constitution of India provides the framework for socio legal action for removal of disparities (a) by writing in the equality clauses, prohibiting discrimination on the basis of religion, race, caste, sex, or place of birth, and (b) empowering the State to make special provisions for women and children and for the historically disadvantaged sections of population, the scheduled castes (SC) and scheduled tribes (ST) and other backward castes (OBC) in violation of the fundamental obligation of non discrimination. This is considered as a necessary step to ensure de facto equality through strong equality measures and policies.

After 50 years of India's independence we still see sharp inequalities of caste, creed, tribe and rural urban divide. Gender cuts across all these layers making women and girls of the disadvantaged groups the most deprived members of our society. Gender disparities in educational and all other social and demographic indicators reflect the unequal position of girls and women in a highly sexist, gender discriminatory social context.

Discrimination is a process and disparity and inequality is its end product. Apartheid of gender continues to stare at us despite proactive policies and laws for girls and women. And India has a remarkable array of these. The lives of girls and women continue to be controlled by the patriarchal belief systems and structures which use prescriptions and proscriptions and even naked force to keep women in their place. All decisions are taken by men and all assets are owned by them. The process of gender discrimination begins even before birth and continues throughout the life of a female. That there are 31 million fewer females in the population of India is disturbing but even more alarming is the sharper decline in the proportion in the age group 0-6 years. There are 4 million fewer girls in this age group. Besides women and girls do more work than males but get much less than their legitimate share in food, health, education and training. The traditional gender based division of labour and resources continues to exist. The traditional socialization practices of a society with a marked son preference, agree highly discriminatory and not only physically short changed the girls child on food, health care, education and play but also succeed in making her believe that she is inferior and less competent than her male counterparts.

Teachers like parents are the products of the same socialization, and hence continue to believe that girls and boys are not only different but are inherently unequal. The virus of gender discrimination enters the school and its curriculum, the text books and the social system and continues to reinforce gender inequalities and stereotypes. Girls come into the school with a negative self image and poor self esteem and the boys on the other hand come in with an exaggerated self perception of pro social macho males that has been stoked by preferential treatment at home and on account of the adult male models these young boys watch around them.

All women work but majority do domestic work and child rearing tasks which sustain life. Women do use value work more than cash value work and are placed in undifferentiated, unskilled, low skilled, low paid, under paid and low prestige occupations. On accounts of deficits and training, women continue to be marginalized in the economy and the polity. The values of patriarchy - the unquestioned supremacy and dominance of males inform the familial and all extra familial spheres in matters of relations between men and women. Only 8% of the chief national policy makers (Members of Parliament) are female and there are fewer women than the fingers of our hands in the state legislatures even after five decades of India's freedom from an alien power. The recent phenomenon of one million Indian women joining the grass roots democratic institutions, the panchayats, is a rare achievement which deserves notice and has definite implications for the educators to prepare young girls of today for leadership of tomorrow.

The policy framework safeguards the rights of a every child, so, of the girl child, to education, nutrition, health and medical care, play and freedom of expression. All education and occupations are open to both sexes equally. Women have been given the right to receive equal wages for equal work and additionally maternity leave and child care services under the labour laws of the land. Joint ownership of assets (pattas) is recommended and even operationalised in some cases. Hindu women have a right to inherit ancestral property at par with their male siblings. Girls and women of urban middle classes are not only entering all occupations but are performing equally well often out pacing males. And yet, both men and women feel that women cannot perform, they are inferior, less capable, and are eternally bogged with family problems which obstruct their performance. A woman's work is never done and she carries the double burden and fatigue of all domestic work and child care in addition to paid, unpaid, underpaid, extra domestic work. An attempt needs to be made to make division of labour and resources more equitable by redefining gender roles. In India, school has been given the major responsibility of bringing about women's equality through suitable curricular strategies and reorientation of all educational personnel on issues of gender equality. Besides, the educational system is expected to lead the process of social change and all educational institutions are expected to take up programmes of women's development and women's empowerment.

The National Policy on Education 1986 is a major land mark in the evolution of the status of women in India. The NPE goes substantially beyond the equal opportunity and

## **Five Year Plans**

In the First Five Year Plan Period (1951-1955), the neglect of women's education was noted with concern as girls constituted only 28% and 18% of the total number of children enrolled in primary and middle stages in 1949-50. The Constitution adopted in 1950 directed the State to provide free and compulsory education to all children upto the age of fourteen by 1960. Actual achievement of girls' enrolments was 7% lower than the target of 40%.

The Second Five Year Plan Period (1956-61) emphasized the need to provide greater education opportunities to girls. Shortage of women teachers was seen as an impediment. The plan, besides co-education, recommended separate school for girls. Women teachers were to be provided housing facilities. In 1958, a National Committee on Women's Education under the chairmanship of Durgabai Deshmukh was appointed to recommend certain special measures to bridge the literacy gap between boys and girls. The Committee in 1959 suggested home science for both girls and boys for classes VI, VII and VIII. The Second Five Year Plan continued the welfare approach but recognized the need to organise women workers.

The Third Five Year Plan (1961-66) pinpointed the need for women's education and training as a major welfare strategy. The Hansa Mehta Committee (1962-64) appointed by the National Council for Women's Education (NCWE) suggested co-education be adopted as the general pattern at the elementary stage. The Committee in 1964 put an end to separate curriculum for boys and girls, recommended common curricula for girls and boys at the elementary stage with home science as a common core subject for both boys and girls at the middle stage. The Education Committee headed by D S Kothari also supported equal opportunities in all fields of education both for boys and girls.

The Fourth Five Year Plan (1964-74) continued emphasis on women's education and followed the basic policy of women's welfare within the unit of family. Efforts were made to expand education of girls and improve their enrolments at all stages.

During Fifth Five Year Plan (1975-79), very high priority was given to free and compulsory education for all children as directed in the Constitution of India. The effect was not uniform in all states. It was realised that UPE could not be achieved until dropouts particularly girls were not brought back into the system. It was realised that more publicity was needed to promote greater awareness among rural population about the available facilities.

The Sixth, Seventh and Eighth Five Year Development Plans subsequently show the shift from the earlier perception of women as recipients of welfare to their becoming active agents of development. The Ninth Five Year Plan (1997-2002) sees women as empowered partners in the political and decision making processes.

## **The Touchstones of Gender Equality**

The Constitution of India was adopted on 26 January 1950, two and a half year after independence. There were fourteen women members in the Constituent Assembly. The Constitution provides the normative framework and new organizing principles to lead a highly stratified society from deep seated socio economic inequalities to one of democratic social order based on economic, technological growth and social justice. Every efforts is made to translate the constitutional provisions into policies, programmes, new laws and amendment of earlier laws and through the five year development plans.

The Constitution not only provides equality to women but also empowers the State to take any special measures to neutralize the cumulative social, economic, educational and political disadvantage of centuries ( protective discrimination)

The fundamental rights and the directive principles of state policy specifically addressing women are given below

### **Fundamental Rights**

Article 14	Confers on men and women equal rights and opportunities in the political, economic and social spheres
Article 15	Prohibits discrimination against any citizen on the grounds of religion, race, caste and sex
Article 15 (3)	Makes a special provision enabling the State to make affirmative discrimination in favour of women
Article 15 (A) (e)	Imposes a fundamental duty on every citizen to renounce practices derogatory to the dignity of women
Article 16	Provides for equality of opportunities in matters of public appointment for all

### **Directive Principles of State Policy**

Article 39 (a)	The State shall direct its policy towards securing all citizens, men and women, equality, the right to means of livelihood
Article 39 (c)	Directs the State to ensure equal pay for equal work
Article 42	Enjoins the State to ensure just and humane conditions of work and maternity relief

Article 44	A uniform civil code for the citizen
Article 45	Free and compulsory education to all children upto the age of fourteen within ten years of the coming into force of the Constitution
Article 47	The State is further committed to raising the nutritional levels, health and living standard of the people

**Following are some important laws for women in India.**

*The Equal Remuneration Act* of 1976 provides for equal pay to men and women for equal work

*The Hindu Marriage Act* of 1955 amended in 1976 provides the right for a girl to repudiate a child marriage before attaining maturity whether the marriage has been consummated or not; and the right to property and absolute ownership over her property entitling her to make a "will" leaving her share of property to her heirs

*The Immoral Traffic (Prevention) Act* of 1956 as amended and renamed in 1986 makes the sexual exploitation of male or female, a cognizable offence

An amendment brought in 1984 to *The Dowry Prohibition Act* of 1961 made women's subjection to cruelty a cognizable offence. The second amendment brought in 1986 makes the husband or in-laws punishable, if a woman commits suicide within seven years of her marriage and it has been proved that she has been subjected to cruelty. Also a new criminal offence of "Dowry Death" has been incorporated in the Indian Penal Code. *The Factories Act* of 1948 (amended upto 1976) provides for establishment of a creche where 30 women are employed (including casual and contract labourers)

*The Medical Termination of Pregnancy Act* of 1971 legalises abortion by qualified professional on humanitarian or medical grounds.

Amendments to Criminal Law 1983 provide for a punishment of seven years in ordinary cases or rape and 10 years for custodial rape cases. The maximum punishment may go upto life imprisonment

A new enactment of *Indecent Representation of Women (Prohibition) Act* of 1986 and the *Commission of Sati (Prevention) Act*, 1987 have also been passed to protect the dignity of women and prevent violence against them as well as their exploitation

Use of amniocentesis for sex detection has been banned under an act of Parliament.

*The 73rd and 74th Constitutional Amendments (1992) give 33% representation to women in Panchayats and Nagar Palikas and 30% headships to women in these bodies at the village, block and district levels in rural areas and in towns and cities*

**Following are some significant laws for children in India:**

Children below the age of fourteen cannot be employed in hazardous work *The Employment of Children Act, 1938*, *The Factories Act, 1948* amendment in 1949, 1950, 1954, *The Beedi and Cigar Workers Act, 1966* *The Children (Pledging of Labour) Act, 1933*, aims at eradicating the evil of pledging the labour of young children by their parents to employees in lieu of loans and advances

*The Child Marriage Act of 1929* amendment in 1976, to raise the minimum age of marriage for girls from 15 to 18 years and for boys from 18 to 21 years Compulsory Primary Education Acts have been passed by several states

India is a signatory to principal international covenants and conventions such as *Universal Declaration of Human Rights (1948)* and *CEDAW (1979)*, *UN Declaration of the Rights of the Child (1959)* and the *Convention on the Rights of the Child (1989)*

Given below are the main points of CEDAW:

*Convention on the Elimination of All forms of Discrimination Against Women* was adopted by the UN General Assembly on 18 December 1979

The spirit of the Convention reaffirms UN goals and faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women

The Convention spells out the meaning of equality and an agenda for action enjoining on the State Parties to take "all appropriate measures, including legislation to ensure the full development of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedom on a basis of equality with men"

Discrimination means "any distinction, exclusion or restriction made on the basis of sex - in the political, economic, social, cultural, civil or any other field"



Given below are the declarations made at various international platforms and the **Convention of the Rights of the Child** as adopted by the UN

Universal Declaration of Human Rights (1948) proclaimed Childhood is entitled to special care and assistance UN Declaration of the Rights of the Child (1959) entitles every child to “ affection, love and understanding, adequate nutrition and medical care, free education, free opportunity for play and recreation, a name and nationality, special care if handicapped, be among the first to obtain relief in times of disaster, learn to be a useful member of society and to develop individual abilities, be brought up in a spirit of peace and universal brotherhood, enjoy their rights regardless of race, colour, sex, national and social origin”

The Convention on the Rights of the Child was adopted by the UN General Assembly on 20 November 1989 and came into force after the World Summit on Children, 29-30 September 1990 Non discrimination - the key principle - a child to enjoy all rights regardless of his/her parents or legal guardians race, colour, sex, language, religion, political opinion The State Parties are to

- recognize that every child has the inherent right to life to ensure to the maximum extent possible the survival and development of the child (Article 6)
- provide the child the right to freedom of thought, conscience and expression, to seek and impart information of all kinds (Article 13& 14)
- see to it that every child enjoys the highest attainable standard of health, treatment, of illness and rehabilitation of health (Article 24)
- provide equal opportunity, free and compulsory primary education, different forms of general and vocational education (free in case of need), access to higher education for all on the basis of capacity by every appropriate means, make educational and vocational information available to all children and above all encourage regular attendance and reduce dropout rate
- ensure that education is directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential, developing in them respect for human rights and fundamental freedom, preparing children for responsible life in a free society in the spirit of understanding, peace, tolerance, equality between sexes (Article 29)
- recognize the right of the child to leisure, play and recreation and for participating freely in cultural life and the arts (Article 31)
- ensure that the child is protected from economic exploitation, hazardous work or interference with the child's education or anything harmful to the child's health or physical, mental, spiritual, moral or social development

Given below is a list of committees and commissions, and the reports emanating from them which have impacted policy making

- Report of the Durgabai Deshmukh Committee on Education of Women (1959) made comprehensive suggestions and became a policy document guiding the subsequent five year plan formulation. The need for undifferentiated curricula for both boys and girls was highlighted as also to treat education of girls as a special problem
- Undifferentiated curricula upheld by Hansa Mehta Committee on Differentiation of Curricula (1964), Education Commission (1964-66), National Policy of Education (1968) and reiterated strongly in the National Policy on Education 1986 (revised in 1992) and its Programme of Action
- The Report of the Committee on Status of Women Towards Equality, 1974, revealed a declining proportion of women in the population, higher female mortality, waning economic participation and poor representation of women in political processes
- The UN Development Decade (1975-85) saw growth of institutional mechanisms (Department of Women and Child Development, Women's Development Corporations, integrating women in the mainstream, Development of Women and Children in Rural Areas (DWCRA), women as targetted groups for poverty removal, skill development TRYSEM, ICDS Movement from "welfare" to "development and finally" to "empowerment" in the Eighth Plan
- The National Perspective Plan for Women (1988-2000) chalked out the national gender agenda till the turn of the century with a strong focus on rural and disadvantaged women
- Shramshakti, Report of Committee on Women in Informal Sector documents trials and travails of 94 per cent of all women workers who are employed in the informal sector
- Ramamurthy Review Committee: Towards an Enlightened Humane Society Saw redistribution of educational opportunities in favour of girls belonging to rural and disadvantaged sections with adequate support services (water, fodder, fuel, child care) and also asked for 50% share for girls in educational resources

A hallmark of the 1980s and 1990s is the growth of more and better information on women coming in through research-cum-activist efforts and the rise of women's studies to analyse, generate and support action

The major policy shifts that have taken place in our country are given below

- from macro, aggregative, centralized planning to disaggregative, decentralized micro planning with people's participation
- from "welfare" to development and finally empowerment of women
- from treating child as a gender neutral category ( see National Policy on Child 1974) to gender- inclusive, gender- just approaches seeing children as male and female
- from women's concerns to issues of the girl child, from SAARC year of the Girl Child to SAARC Decade of the Girl Child 1991-2000
- from seeing girls education only as a moral commitment to viewing it as a sound investment
- from manpower/human capital to human resource development, to human development and human rights
- 

#### **SAARC initiative**

As a culmination of this concerted efforts, the year 1990 was declared as the SAARC year of the Girl Child. The enthusiastic response to the issues concerning the Girl Child in 1990 resulted in the declaration of the 1990s as the SAARC Decade of the Girl Child by the Heads of Governments and States. This was a conscious attempt to maintain the tempo and drive of various activities initiated in the region during the year of the Girl Child. The National Plan of Action for the SAARC Decade of the Girl Child 1991-2000 A.D. has three major goals of Survival, Protection, and Development of the Girl Child in India while emphasising the needs of the girl children belonging to special and vulnerable groups and adolescent girls. This plan visualises the cooperation and support of both governmental and non-governmental organisations for its successful implementation and for sustaining the consciousness regarding the rights of the Girl Child with a view to giving her a brighter future. An urgent need is felt to reduce the existing disparities and ensuring equality for the development of the girl child/ adolescent girl.

To achieve this equality we will have to ensure that

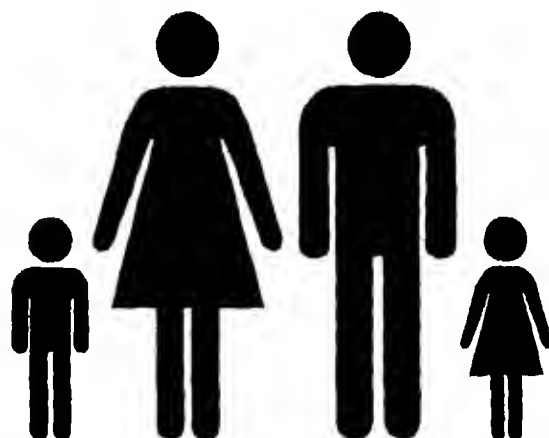
- She has the right to survive ,
- She has the right to be free from poverty, hunger, ignorance and exploitation,
- She has the right to equality , dignity, freedom, opportunity, care, protection and development, and finally,
- She has the right to enjoy the above rights

**National Plan of Action for SAARC Decade of the Girl Child 1991-2000 A.D.**

Rights can be declared and policies can be formulated to express our collective liberal and humanistic concern, but unless the real life of the girl child in her family and community is touched by tangible efforts and actions, nothing can be achieved. Therefore, a climate has to be created in which she can exercise her rights freely and fearlessly. One has to work for the transformation of those social and cultural values that shackle and constrict the girl child and mould her into stereotypical roles. For this, every forum and every platform should be used to create awareness and stimulate positive action. Along with this, effective implementation of the laws for protecting her and provision of opportunities for her to benefit from them have to be insured.

As is evidenced, there is a clear mandate for social mobilisation to change the social and cultural practices that inhibit development of the girl child.

## **Progress of Literacy and Education in India 1950-97**





## Section - III

### Growth of Female Literacy 1951-1991

- \* Female literacy has grown from 9% in 1951 to 39% in 1991 ( Fig 1 )
- \* Female illiterates numbered 196 millions or 61% of 320 million illiterates in 1991
- \* Rural females account for 165 million illiterates amounting to 87% of female illiterates
- \* Gender caste and rural urban disparities are large ( Fig 2 )

Urban males	81%
Urban female	64%
Rural male	58%
SC male	50%
ST male	41%
Rural female	31%
SC female	24%
ST female	18%

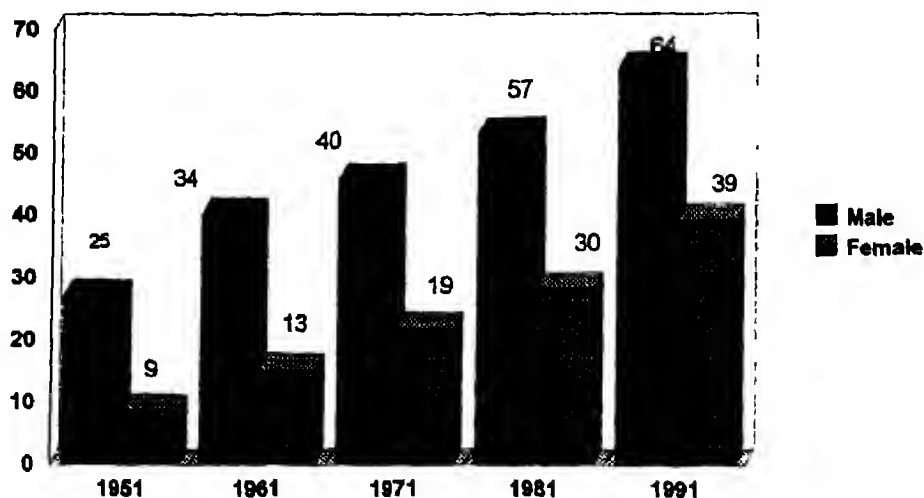
- \* 73 districts have less than 20% female literacy
- \* Inter state differences continue to be high female literacy ranges from 20.44 % in Rajasthan to 86.17 % in Kerala ( see appendix tables)
- \* 73 districts have less than 20 % female literacy

2 in assam  
3 in Arunachal  
18 in Bihar  
10 in Madhya Pradesh  
2 in Orissa  
19 in Rajasthan  
19 in Uttar Pradesh

- \* Rural literacy is less than 10 % in 27 districts of India

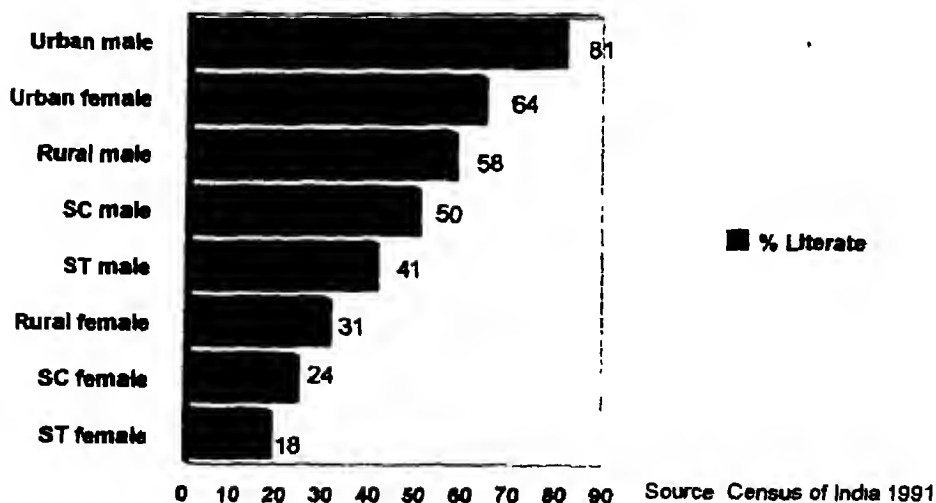
1 in Bihar  
3 in madhya pradesh  
1 in Orissa  
15 in Rajasthan  
7 in Uttar Pradesh

## Growth of literacy rate of India by sex 1951-1991



Female literacy has grown from 9% in 1951 to 39 % in 1991 but male female gap is wide. Female illiterates numbered 196 million or 61% of the 320 m illiterates and rural females form 87% of all female illiterates.

## Literacy disparities in India 1991 (percentage)



Gender and caste disparities are large Urban females are ahead of rural males and SC and ST females are at the lowest levels



# Growth of educational institutions in India 1950-97



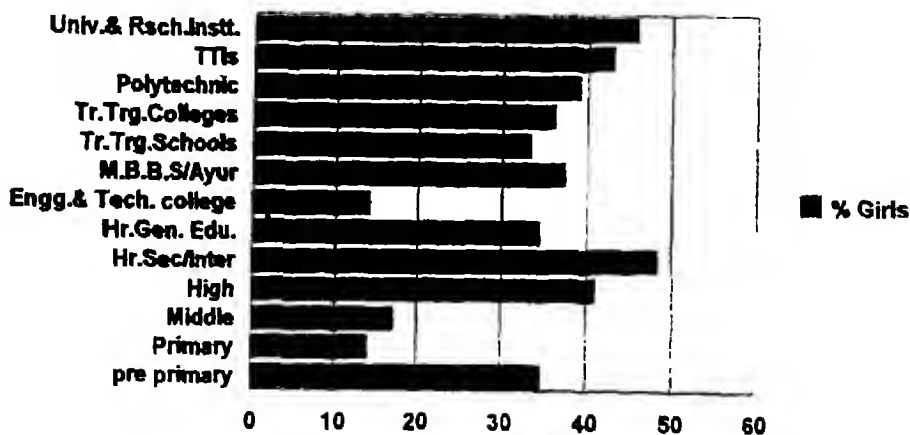
During 1951 and 1997

- \* The number of **primary** schools has grown from 210 thousand to 590 thousands.
- \* **Middle** schools have increased from 13,596 to 171,216.
- \* There are 241 thousand **NFE**( non formal centres) with seven million children enrolled. Of these NFE centres 118 thousand are exclusively for girls covering close to 3 million girls.
- \* **Secondary and higher secondary** schools have grown from 7,416 to 98,134 during this period.
- \* **Colleges for general education** have gone up from 370 to 6569.
- \* Number of **professional colleges** has moved up from 208 in 1950-51 to 1354 in 1994-95.
- \* The number of **universities** has increased from 27 to 226 during this period

**Educational institutions and enrolments in India  
1996-97(MHRD)**

Stages	No. of institutions	Total enrolments in thousands	Girls' enrolment in thousands	Percentage girls
Pre primary	38510	2139	981	45.87
Primary	590421	109734	47374	43.17
Middle	171216	41014	16043	39.12
High	71065	16780	6069	36.17
Higher Sec /Inter	27069	8109	2713	33.45
Colleges Gen.Edu.	6569	4536	1695	37.36
Colleges Engg. & Techn.	367	317	45	14.25
Medical M.B B S Ayur.	354	111	38	34.51
Teacher training schools	1221	113	55	48.47
Teacher Training colleges	633	12	50	41.16
Polytechnic	1110	321	55	17.24
TT Is	4192	411	58	14.11
Universities & Research institutions	240	489	170	34.80

**Percentage girls at various levels of education in India 1996-97**



## **Enrollments**

### **Growth of Enrollments at Various Levels of Education**

\* Primary enrollments (Classes I-V ) have gone up from 19 million to 110 million , the number of girls at the primary stage has gone up from 5.4 million in 1950-51 to 47.4 million in 1996-97. The percentage of girls to total number of students has gone up from 28% to 43% during this period.

\* At the middle stage the number of children enrolled has gone up from 3 million to 41 million during this period, the number of girls having gone up from 0.5 million to 16 million during this period. Girls improved their percentage share among students from 16% to 39% at this stage.

\* At the Secondary/Higher Secondary stage the number of students increased from 1.5 million to 25 million during 1950-1997. The number of girls at this stage grew from 0.2 million to 8.8 million and their percentage share improved from 13% to 35%.

\* The number of girls in higher education has gone up from 109,616 in 1961 to 1,986,632 in 1997. Percentage of girls in higher education went up from 10% to 35.8% during this period.

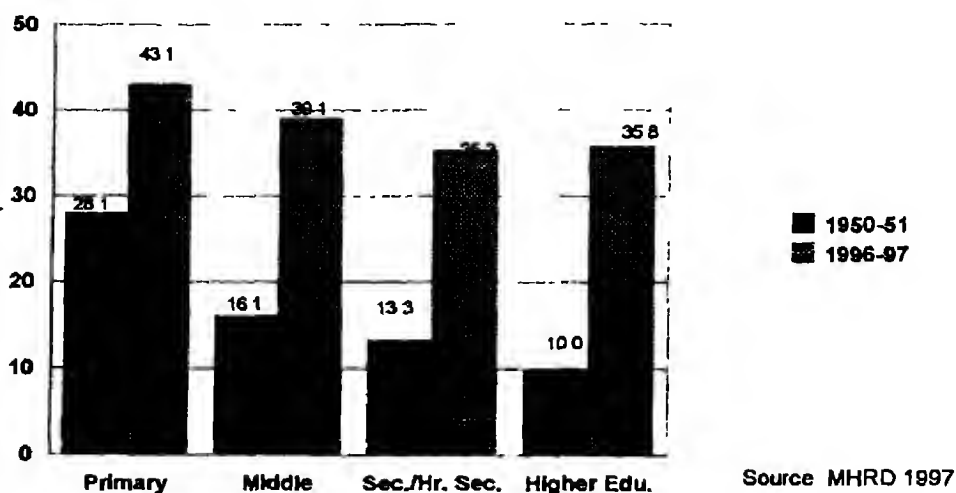
### **Enrollment Ratio (to relevant age group)**

\* Primary - The enrollment ratio grew from 25 to 93 for girls and from 61 to 115 for boys during 1950-1997.

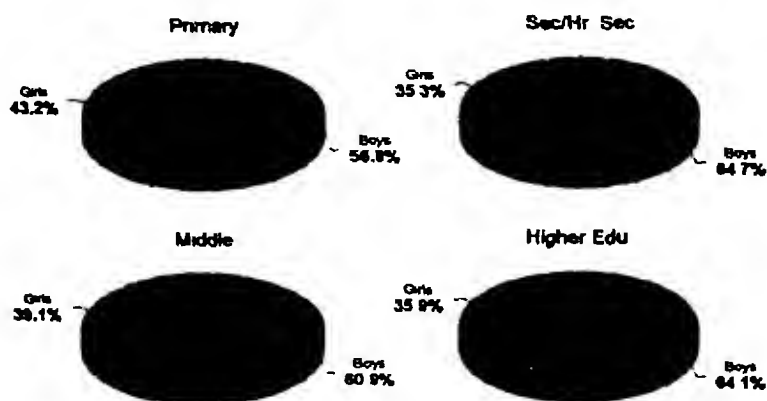
\* Middle - The enrollment ratio rose from 5 to 55 for girls and from 21 to 80 for boys at this stage.

\* Inter state disparities exist. The GER for girls at primary level (Classes I-V) ranges from 55.4 to 145.6 in Tamil Nadu; for boys at this level, the GER ranges from 76.6 in Andaman & Nicobar Islands to 158.3 in Gujarat.

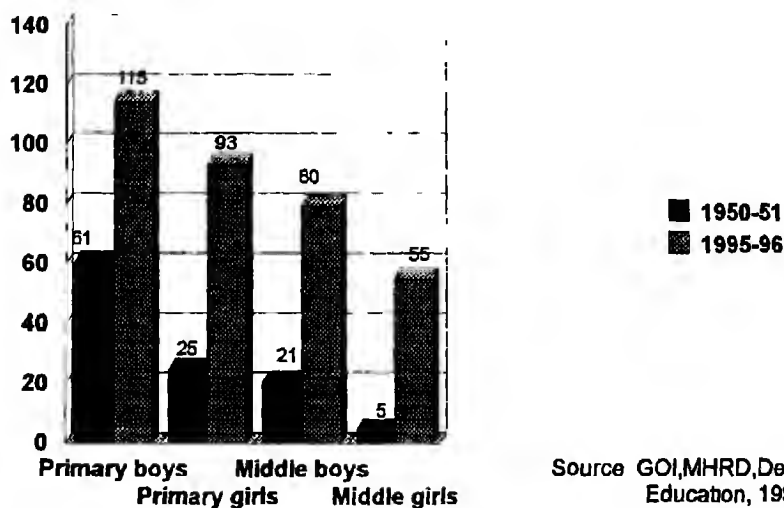
## Girls as percentage to total at various levels of education in India 1950-1997



## Gender gap in enrolments at various stages of education in India 1995-96

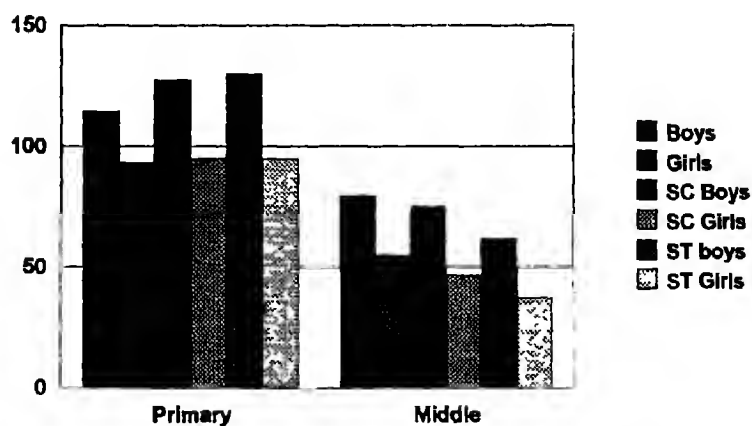


## Progress of gross enrolment ratio at elementary stage by sex in India 1950-97



Source: GOI, MHRD, Department of Education, 1997

## Enrolment ratio\* at elementary stage in India 1995-96



\*At the **primary** stage the enrolment ratio is 114.5 for boys and 93.3 for girls of all groups, 127.56 for SC boys and 95.12 for SC girls, 129.96 for ST boys and 94.87 for ST girls.

\* At the **middle** stage, the enrolment ratio is 79.5 for boys and 54.9 for girls of all groups, 74.88 for SC boys, 46.77 for SC girls, 61.59 for ST boys and 37.63 for ST girls.

## **Rural Urban Divide**

### **Male Female Disparities**

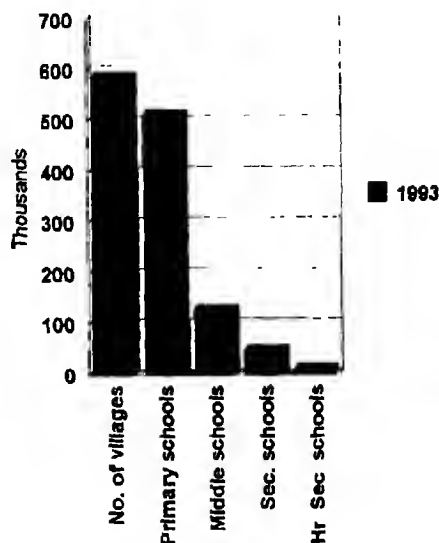
- \* While the gender gap is closing in urban areas at the primary level, it continues to increase beyond the primary level even in urban areas
- \* Girls form 41.9% of 73.34 million children enrolled in rural areas and 46.60% of 24.31 million in urban areas at the **primary** stage
- \* At the **middle** stage, girls form 36.3% of 21.60 million enrolled children in rural areas and 44.78% of 12.46 million in urban areas
- \* In **high** school( secondary level), girls form 31.99% of total number of 8.47 million students in rural areas and 41.23 % of 6.79 million in urban areas
- \* At the **higher secondary/ Intermediate** stage, girls form only 29.03% of 2.48 million students in rural areas and 37.74% of 4.69 million students in urban areas
- \* At the **higher secondary** stage there are 4.69 million students enrolled compared to only 2.48 million in rural areas. The absolute number of boys is 2.91 million in urban areas compared to 1.77 million in rural areas and the absolute number of girls is 1.77 million in urban areas and only 0.72 million in rural areas

### **Intra Female Disparities**

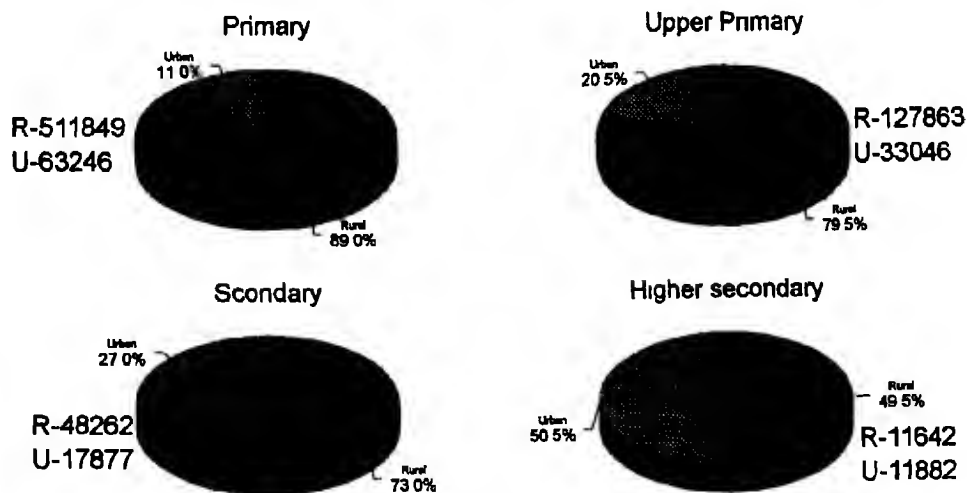
- \* Percentage of rural to total girls declines substantially at every successive higher level
  - \* Seventy four percent of our population lives in rural areas
- In 1993 (Sixth All India Education Survey, NCERT, 1995)
- \* Out of 42.13 million girls enrolled at the primary level, rural girls accounted for 73 % at near par with the share of rural population
  - \* At the middle stage, rural girls formed 58.4% of the total of 13.4 million girls enrolled at this level
  - \* The share of rural girls declined to 49.1% of 5.52 million girls enrolled at secondary stage
  - \* At the senior secondary stage, rural girls form only 28.9% of the total of 2.49 million girls studying at this level. In absolute terms, there are 1.77 million girls at this level in urban areas compared to 0.72 million in rural areas
  - \* Rural girls have substantially lower access to schooling as they can get to school if it is located in their village or is located within the habitation of their residence.. Very few rural girls make it to post primary education, if located outside the village bounds.

### Access of rural girls to schooling in India 1993( Sixth all India education survey)

- There are a total of 587247 inhabited villages in India(1991 census).
- There are a total of 511849 primary schools in rural areas leaving 13% villages without a primary school.
- In all there are 127863 middle schools in rural areas leaving 78% villages without upper primary schooling.
- There are 48262 secondary schools covering 8% villages
- Only 11642 higher secondary schools are located in rural areas covering 2% villages.



### Distribution of schools by rural urban area in India in 1993(All India Education Survey,NCERT)



Rural population accounts for 73% of India's population Rural areas have only 49.5% of higher secondary school out of the total.

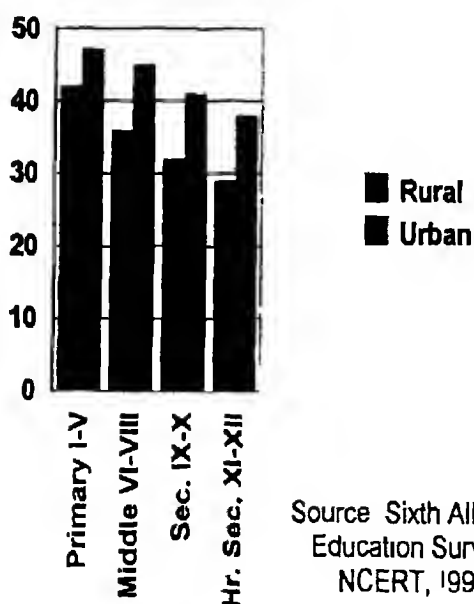
## Enrollment by sex and by rural urban area in 1993 ( in millions)

Area	Primary boys	Primary girls	Middle boys	Middle girls	Sec. boys	Sec girls	Hr. Sec. boys	Hr. Sec. girls
Rural	42.63	30.80	13.76	7.84	5.75	2.71	1.77	0.72
Urban	12.98	11.33	6.87	5.58	3.99	2.80	2.91	1.77
Total	55.61	42.13	20.63	13.42	9.74	5.52	4.68	2.49

Source: Sixth All India Education Survey, NCERT, 1995

## Rural Urban Divide

### Percentage girls at school stage by rural & urban area India 1993



Source Sixth All India Education Survey, NCERT, 1995



## Teachers at School Stage

At the primary stage the total number of teachers rose from 538 thousand to 1,740 thousand, during 1950-1997, the percentage female teachers went up from 15% to 31% during this period

\* At the middle stage the number of teachers rose from 86 thousand to 1,165 thousand during 1950-1997, percentage women teachers having gone up from 15% to 35%.

\* At the secondary/higher secondary level the number of teachers went up from 127 thousand to 1493 thousand during the period under reference, the share of women teachers going up from 16% to 34%

### Rural urban divide

\* Women teachers formed only 23% of total number of primary teachers in rural areas whereas their share was as high as 60% in urban areas in 1993-94( Sixth All India Education Survey, NCERT, 1995)

\* At the middle stage women's share was only 25% compared to 59% in urban areas

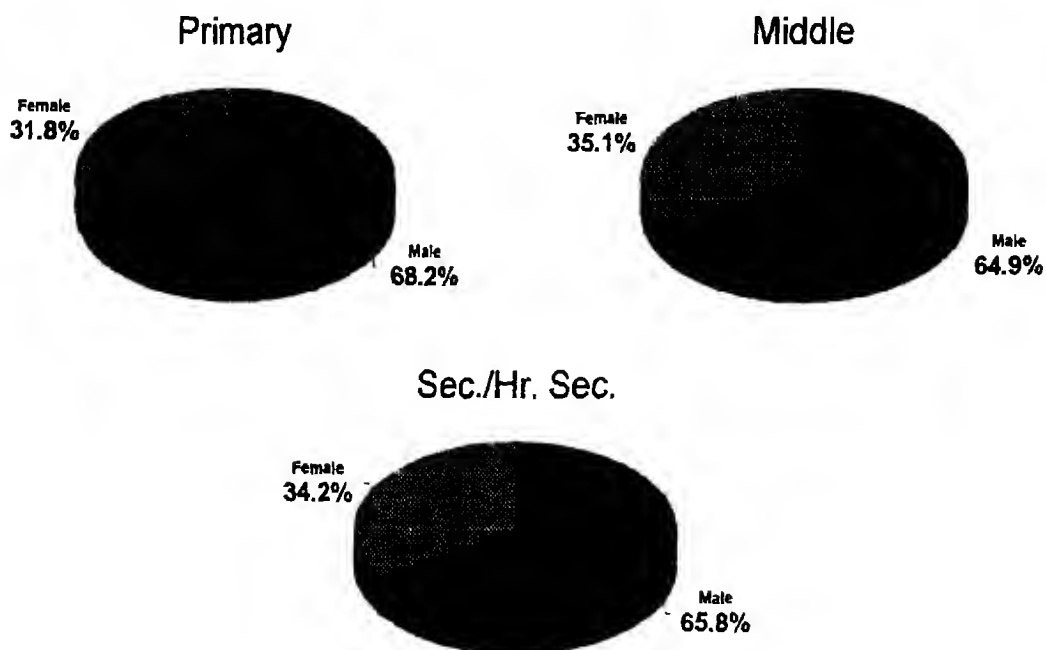
\* At the high school (secondary) stage women formed 23 % of all teachers in rural areas and 54% in urban areas

\* Women teachers formed only 18% of total teachers in rural areas whereas their share was 41% in urban areas

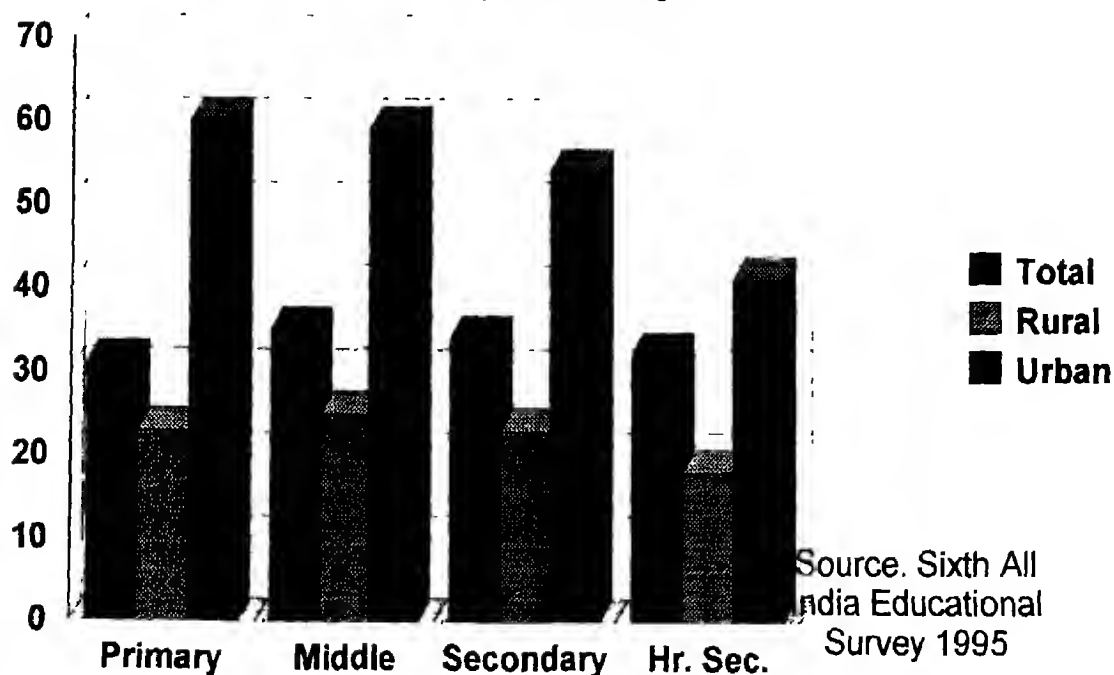
\* Rural areas continue to face extreme shortage of female teachers which according to several studies affects the educational participation of girls and a high drop out rate as girls attain 11 to 12 years of age or when they attain puberty Parents and even male teachers strongly underline the need for female teachers in rural schools

\* Shortage of female teachers is a result of few rural girls reaching and completing 12 years of schooling which is an entry point for primary teacher training/employment in our country

## Percentage female teachers at school stage in India 1995-96



## Rural urban distribution of women teachers in India at school stage in 1993 (Percentage)



## **Dropout in Schools for General Education**

\* The drop out rate has come down from previous years but continues to be very high

### **Primary Level**

\* The drop out rate for primary classes (I-V) has gone down for girls from 62.50 in 1980-81 to 37.79 in 1994-95 (provisional figures), for boys it has come down from 56.20 to 35.18 during this period. Male female gap is small at this level at present.

### **Middle Stage**

\* At the middle stage (Classes VI-VIII), the drop out rate for girls came down from 79.40 in 1980-81 to 56.53 in 1994-95, for boys it has gone down from 68.00 to 50.02 during this period.

### **High School Stage**

\* At the high school stage the drop out rate has gone down from 86.63 in 1980-81 to 73.78 in 1994-95 and for boys from 79.80 to 52.74 during this period.

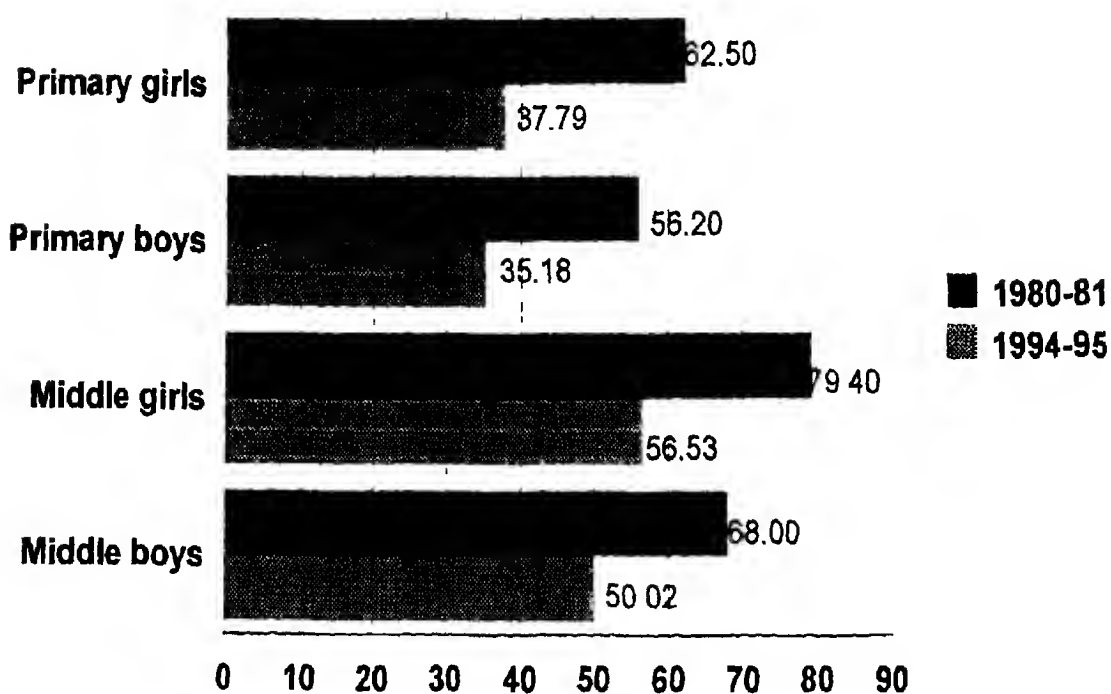
### **Inter State Variations**

\* The drop out rates for girls at the primary level vary from - 0.13 in Kerala to 65.86 in Bihar and for boys from -2.30 in Goa to 65 in Manipur in 1994-95 (see Appendix tables).

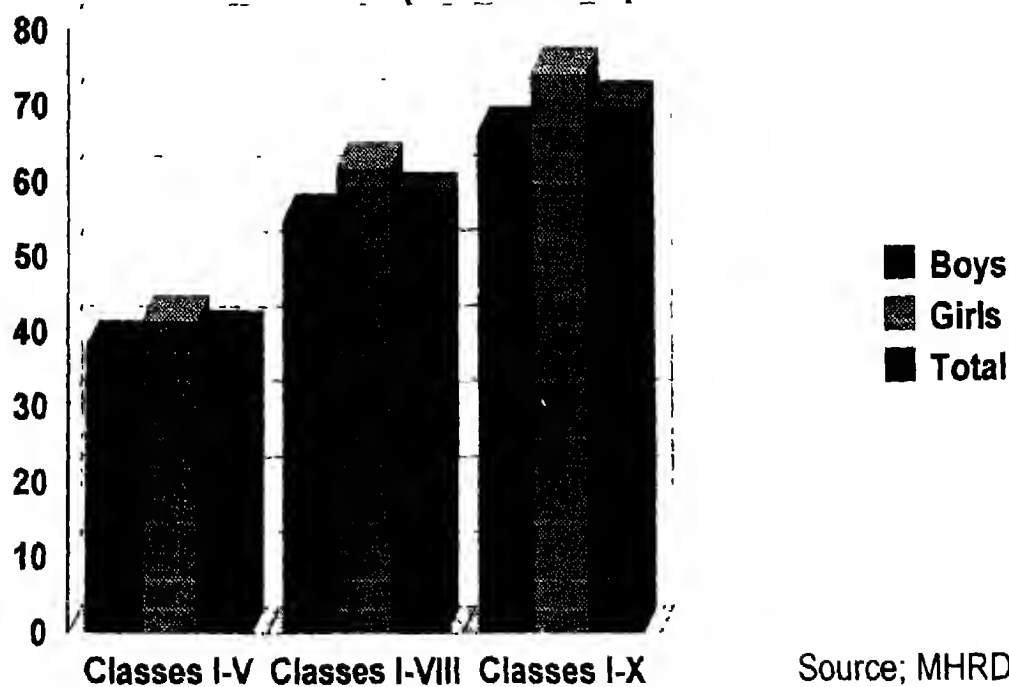
\* At the middle stage the dropout rates for girls vary from 2.04 in Kerala to 82.81 in Bihar and for boys from 1.88 in Kerala to 69.51 in Mizoram (see Appendix tables).

\* In Classes I-X, the drop out rate for girls varies from -1.99 in Chandigarh to 88.55 in Sikkim and 24.33 in Kerala. For boys this rate varies from -0.50 in Chandigarh to 83.49 in Bihar in 1994-95 (see appendix tables).

### Reduction in dropout rate at elementary stage by sex between 1980-81 and 1994-95



### Drop out rates at school stage in India by sex in 1996-97 (Provisional)



Source; MHRD 1997.

Early childhood care  
and education



Toys I want





## Theme IV.1

### Early Childhood Care and Education

Early childhood care and education (ECCE) acquires critical importance as a major compensatory programme in India where more than half the children are born and live in dire poverty. The very concept of ECCE connotes early intervention in the “care” and “education” of the child for a holistic development. Health, nutrition, physical, mental, social and emotional needs of a child are to be consciously catered for. Presently there are several programmes of ECCE (mainly state supported) to include ICDS, creches, *Balwadis*, ECE centres, pre-primary schools in state and private sector, and many experimental and innovative projects like child to child programme, child media laboratory, mobile creches and *Vikaswadis*.

Although the Indian constitution does not specifically mention pre-school education, article 45 directs the state to provide free and compulsory education to all children upto the age of fourteen. By implication provision of formal schooling to 6-14 years age group through the programme of universalisation of elementary education (UEE), has been a major goal we have chased since 1950. The importance of pre school education and early childhood stimulation has been felt for a long time but has acquired a critical dimension as a necessary pre condition for improving children's school performance and progress.

Pre school education had its early beginnings in 1900 when a few nursery schools were set up by the missionaries. The adaptation of the western model to Indian conditions was done by the pioneering work of Gajubhai Badheka, Tarabai Modak, a tradition that lives strong at *Vikaswadi* with Anutai Wagh still providing creative and innovative leadership. The Post-War Development Plan (1944) saw pre school as a necessary adjunct to the national system of education. The pre school movement remained private elitist and urban till 1970s, with only a few *Balwadis* started by the government in 1953. The major fillip to pre school education came in the wake of the National Policy of the Child 1974, although Education Commission 1964-66 had recommended coverage of 2.5 million children in the age group 3-5 years and 10 million children between 5-6 years by 1986. Since 1974, although pre school education programmes in education and welfare section continue to expand on a small scale, ICDS has emerged as a major programme for children in the age group 0-6 years.

Starting with 33 experimental projects, ICDS has expanded to cover all community development blocks currently, covering over 18 million children in the age group 0-6 years, with pre school education as a component.

The National Policy on Education 1986 places high priority on ECCE and recognising the holistic nature of child development – health, nutrition, mental, physical, social, moral and emotional development, suggests its integration into ICDS.

programme. ECCE is to lay special emphasis on children belonging to underprivileged groups and first generation learners. In addition, it would serve as a school readiness programme and as a support service for girls in UEE as also for working women in low income groups

### **Research Evidence**

Early Childhood years are crucial for development of a child for research evidence indicates that

- 50 % of the intellectual development takes place between conception to 4 years and about 30% between 4 – 8 years
- about 50% of the level of vocabulary attained by 18 years of age , takes place within the first 8 years
- about 50% of a child's general educational attainment at 18 years is attained by 9 years of age.
- in the case of young birds and mammals there exist 'sensitive' and 'critical' periods during which there is heightened sensitivity to stimulation or deprivation which may have a lasting and irreversible effect Similar sensitive periods are found to be there in human development too although they may not be as 'critical' as for example, the result of 'imprinting' is in birds
- Pre-school education is justified for its short term effects on educational performance and for reducing the drop out in the first years of primary education It has long term impact on socialisation of children and on educational performance when parents are involved. ECCE , importantly , helps release girls from sibling care so that they can attend school and also helps the working mothers to an extent
- At the moment the only complete programme of ECCE or ICDS as it covers all three components of health , nutrition , and education. The programme has the advantage of massive infrastructure , government support and finance, integrated concept and political and popular acceptability It has possibility of outreach which no other programme has . The major problems of ICDS are inadequate training of workers Lack of provision of basic minimum facilities and varying performance of centres on different parameters especially the educational component The health and nutrition component received major attention to the extent the community came to look upon these centres as mainly food distribution centres The programme leads to increase enrolments but not necessarily higher retention rates As it is a major national programme for disadvantaged children it is highly essential to strengthen the education component



- Several studies that have evaluated the educational component of ICDS indicate that despite several deficiencies, exposure to ICDS enhances overall development of pre-schoolers. Children graduating from Anganwadis perform better in school and exposure to ICDS raises the level of mother's awareness about the value of pre school education, health and nutritional needs of their children, for instance the school performance of children of ICDS projects was better than non-ICDS children in classes I and II. About two thirds of the ICDS mothers felt that Anganwadi (AW) was essential for preparation for school, which indicates the growing awareness of the groups exposed to ICDS.

**Analysis of existing programmes of ECCE suggests the following :-**

- Expansion of ICDS to cover rural and urban poor within the shortest possible period
- Strengthening the pre-school component of ICDS, adapting its location, duration and other elements for serving as a support service for enrolment of girls in elementary education and low income working mothers
- Expansion and strengthening of other ECCE programmes like the Balwadis and ECE centres to make them more holistic in nature
- The use of mass media on a large scale to create awareness about the significance of early childhood care and education and ways of promoting child development
- The involvement of older children in ECCE through child to child programmes which could be taken up by primary schools, health centres, non formal education centres, libraries, Bal Bhavans, voluntary agencies and community centres
- Programme of early childhood stimulation (ECE) could be carried out through home based models for 0-3 years and for 3-6 years children through pre school teachers and Anganwadi workers
- The ECCE unit can be attached to an existing primary school or on NFE centre for girls whichever is more feasible in view of the local needs. Anganwadies and the primary schools to be brought closer
- The second teacher to be added to the single teacher primary school should have training in ECCE so that younger children can be brought to school
- Elements of ECCE must be integrated into primary teacher training curriculum (a) for adopting the basis of ECCE in the early classes (I-III) and (b) for acting as friends and helpers to the presently less qualified Anganwadi workers. ECCE courses could be introduced on a large scale at the plus two stage as a vocational course with same for school drop outs earlier

- A nation wide pre school programme for 5-6 years olds could be taken up annually through innovative summer school programmes, Sunday Schools, mobile vans and media campaigns
- Community participation and voluntary effort to be increased substantially especially for generating local specific innovative models of ECCE
- At the present juncture, there is lack of co-ordination among different agencies handling various ECCE programmes For instance, the Balwadis are run by the social welfare department, ECE Centres are run by Department of Education and ICDS is combined responsibility of department of women and child development and the Ministry of Health Inter agency co-ordination needs to be improved The efforts of all these departments need to be co-ordination
- In view of the highly sexist context and under valuation of the girl child, the gender neutral approach to ECCE be replaced by gender inclusive approach Data desegregated by sex is an imperative for planning suitable interventions Sensitization of all ECCE workers to the value of equality between sexes is of paramount importance

**Major constraints to the functioning of these centres identified by the workshop are :**

- Lack of awareness of parents Sometimes even teachers are not aware of the existing ICDS centres
- Lack of community support and participation
- Poor quality of food and material supplied to the centres
- Unadequate training of Anganwadi workers specially in the handling of educational component
- No systematic monitoring and evaluation of ICDS centres

**The workshop proposed the following action points to improve the functioning of these centres:**

- Advocacy campaigns to create awareness in the community regarding the use of these centres,
- Gender sensitization programmes for Balwadi and Anganwadi workers so as to remove sex bias and gender stereotyping,
- Location of centres near primary schools,

- Improved quality of food and educational toys in the centres,
- Integrate health, education and development of girl child in a holistic fashion,
- Systematic monitoring and evaluation of all Balwadi's and Anganwadi's centres to
  - assess their educational and health component



## **Universalisation of Primary Education**





## **Theme IV.2**

### **Universalisation of Elementary Education**

Article 45 of the Directive Principle of the State Policy enjoins on the State to endeavour to provide free and compulsory education to all children up to the age of 14 years within a period of 10 years from the commencement of the Constitution. This Constitutional Directive was interpreted by the planners as five years of primary and three years of upper primary education for children in the age group 6-14 years as a programme of Universal Elementary Education (UEE). The commitment to UEE has been reiterated in each of the eight five year plans and is listed as a top priority in the draft approach paper to the Ninth Five Year Plan. The Education Commission (1964-66), the National Policy on Education 1968, the National Policy on the Child 1974, Report of the Committee on the Status of Women 1974, the National Policy on Education 1986, its revised POA 1992 and the National Perspective Plan on Women 1988-2000, have all emphasised the need to implement the programme of UEE at the earliest.

Considerable progress has been made in terms of provision of facilities and enrolment of children in the relevant age group. However, the goal of UEE continues to elude us. This is largely on account of the inability of the system to enrol and retain girls and children from the disadvantaged groups. The National policies are designed to reach out to girls and other disadvantaged groups in rural remote areas.

There have been number of education initiatives from the central and state governments and from NGOs to achieve UEE. Some of those initiatives are Bihar Education Project (BEP), Lok Jumbish in Rajasthan, School Teaching Programmes started by Eklavya in Madhya Pradesh, PROPE - action based project for rural communities in Maharashtra, UP Basic Education Project, Girl Child Education Project (USAID), NGO Forum for Street and Working Children started in Delhi, UPE in Orissa, PIED for disabled children in eight states, Andhra Pradesh Primary Education Project (APPEP) and District Primary Education Programme (DPEP). DPEP is the recent initiative of MHRD, Govt of India in which district level, decentralised micro planning, participatory, people oriented approach have been the major objectives.

There is commitment and understanding of problems and constraints at the national and state levels. However, there is still lack of understanding and sensitivity specially to gender issues among implementers at all levels. Policy statements and broad guidelines, therefore, do not get translated into concrete action for lack of awareness to new ideas and skills.

## **Progress and Shortfalls**

### **Provision of schooling**

- \* The number of primary schools has gone up from 210 thousand to 590 thousand during the last fifty years and the number of middle schools has increased from 13,596 to 171,216 during this period. In addition there are more than 240 thousand non formal education (NFE) centres for out of school children in the age group 6-14 years. Under a major national programme, the District Primary Education Programme (DPEP) of the Ministry of Human Resource Development, efforts are afoot to increase access further by increasing the number of school places and teachers and by providing Alternative Schools in unserved areas and for out of school children.
- Universal provision for eight years of elementary schooling is a distant dream. Access to education continues to be a problem for rural girls and urban slum children in larger cities. For the 587247 inhabited villages (1991 census), there are 511849 primary schools, 127863 upper primary schools, 48262 secondary and only 11642 higher secondary schools located in rural areas thus leaving 13% villages without primary schooling on an average, 78% without upper primary facilities, 92% villages without a secondary school and 98% villages without a higher secondary school (Sixth Educational Survey). There are more than 30,000 habitations with a population of 300 hundred and above, which do not have primary school within one kilometer.

### **Enrolments**

\*Over the last 50 years the overall enrolment at the primary level has increased from 19 million to 110 million, the number of girls at the primary stage has gone up from 5.4 million in 1950 to 47.4 million in 1996-97. The percentage of girls to total number of students has gone up from 28 per cent to 28 per cent during the period. At the middle stage the number of children enrolled has gone up from 3.0 million to 41 million during the period, the number of girls having gone up from 0.5 percent to 16 million during the period. Girls increased their percentage share from 16 percent to 39 per cent at this stage.

\* The gross enrolment ratio (GER) at the primary level increased from 25 to 93 for girls and from 51 to 115 for boys during 1950-97. At the middle stage the GER rose from 5 to 55 for girls and from 21 to 80 for boys during this period.

\*The dropout rate for the primary classes (I-V) has gone down for boys from 56.20 to 35.18 and for girls from 62.50 to 37.79 during the period from 1980-81 to



1994-95 At the middle stage the dropout rate came down from 68.00 to 50.02 for boys and from 79.40 to 56.53 for girls during the same period

\*The progress of UEE however, differs from state to state and district to district and among different groups of population and the goal of UEE continues to be elusive in most of the states. The progress is very slow in some states ( specially in ten educationally backward states)

\*The progress is better in urban areas as compared to rural areas

\*At the upper primary stage gross enrolment ratio of girls is much less than boys

\*At the primary and upper primary stage the dropout rate of girls continue to be much higher than the boys

### **Special Schemes and Programmes for Promoting Education of Girls**

Several strategies were adopted to promote education of girls in independent India. In the first three Five Year Plans, girls' education was given special component with earmarked allocations. This was discontinued later. In the eighth Five Year Plan, a central scheme provided funds to the states to hire a woman teacher for all single teacher primary schools and also funds for cash awards and prizes for villages, blocks and districts doing well in female education/literacy. A central scheme of non formal education for out of school children in the age group 6-14 years was launched. Under this scheme States and UTs get 60% support for coeducational centres, 90% for all girls' centres. Voluntary agencies get 100% support for organising these NFE centre. Of the 2.41 lakh NFE centres, 1.18 lakh are exclusively for girls, who account for 29.50 lakh out of the total 70 lakh children. Education of girls is free up to higher secondary stage in all states and is free up to the graduation and university level in several states. The Department of Social Welfare provides free uniforms to scheduled caste and scheduled tribe girls and free text books to children of these categories. Special stipends are awarded to these children as day scholars and for board and lodging from primary education upwards in several states. In Madhya Pradesh for instance, tribal girls passing Class V are provided a bicycle for commuting to school if she joins Class six. She is allowed to retain the cycle if she clears Class VIII. Ashram Shalas and Kanya Parisars were seen doing very well in the tribal belt of Madhya Pradesh, for instance. Likewise, Maharashtra and Andhra Pradesh have a large number of schemes to promote universal elementary education among girls, especially those belonging to deprived sections and rural areas.

## Research Agenda

- Education of the girl child has drawn repeated attention of researchers, leading to formulation of programmes of action. In the area of elementary education, the studies bring out very clearly the factors responsible for continuance, discontinuance and non enrolment of girls in schools. Predominantly the household factors of poverty and gender discrimination and community related social constraints account for girls not enrolling, dropping out. The studies reconfirm the positive relationship between the economic standing of the household and female educational participation.
- The issues of the health and nutrition of the girl child have not been attended to both in research and in action. A comprehensive study on the girl child in India was launched by the Department of Women and Child Development, MHRD, Government of India through Women's Studies Centres of the Universities in 1992. It may be pertinent to point out that in the present scheme of things girls in the age groups 6-18 are not covered under any government programme for health care and nutrition. A major chunk of girls in the age group are out of school and are being addressed through NFE, TLC and distance education. There is very little research reported on these three areas. Further, the problems addressed and issues raised in relation to adolescent girls are primarily concerning adjustment, socio-psychological problems and self concept of school and college going girls. There is little research on education of out of school girls. The scheme of the Government of India like Balika Yojana are meant for out of school adolescent girls and needs to be probed into with respect to its implementation to give us a measure of its achievements and shortfalls.
- A large number of special schemes and incentives have been in operation for decades specially for girls and women belonging to scheduled caste and scheduled tribes. While some studies in the Fifth Survey bring out the positive impact of education on the attitudes of these groups, they also point out that despite acquiring educational and technical competence women of these groups find it hard to get employment. This raised further questions regarding the possible gender discrimination in hiring practices even where quotas for these groups are assured. When we view macro indicators, the positive effects of protective discrimination policies and programmes for SC, ST are visible in improved literacy rates and enrolment, but dropout continues to be very heavy. However, a study of an Ashram School in Madhya Pradesh which points to many lacunae in their management also reports sufficient progress by girls who complete their schooling. Outstanding experiments have not been studied for instance the Kanya Parishar (a residential school complex for SC ST girls) in Kokshi (District Dhar) whose students compare favourably in self confidence, neatness,

- articulation and achievement with any of the leading high fee private schools of metropolitan cities
- Also, the impact of the large number of incentive schemes for girls and women of the Government of India and the State Governments has not been studied. A regular flow of evaluative studies to document the successes and failures of these schemes and other gender interventions is necessary. These studies are best carried out by autonomous evaluation organisations and academic institutions. Without adequate data and research, effective policy and planning interventions cannot be made. Major achievements and constraints of process oriented projects like Mahila Samakhyas and other EFA initiatives like Lokjumbish Basic Education Project, Uttar Pradesh, Bihar Education Project and more recently, the District Education Programme (all claim girls child focus), need intensive studies by researchers besides formal evaluation by the funding agencies (MHRD, 1993)
- Comparative method in education was applied to major intra country comparative studies relating to primary education of girls namely Factors of Continuance and Discontinuance Girls in Elementary Schooling (Delhi, Bombay, Orissa and Rajasthan) with focus on urban slums, scheduled castes, scheduled tribes and Muslim minorities. (1992) Nearly 3000 households were included to analyse the problem. The study drew its theoretical formulations from an earlier UNESCO sponsored study on Universalisation of Primary Education of Girls in Rural Areas in India and made a significant methodological contribution in the area of women's studies using the comparative method.
- The latest to report in the area of girls' education is **Gender Studies** carried out as a part of project planning and implementation of a national programme on primary education viz, District Primary Education Programme (DPEP) of the Ministry of Human Resource Development under which gender studies form one of base line studies carried out as a planning input. Gender studies were carried out in 44 low female literacy districts of eight states. The studies were carried out in the participatory research mode with household and community as entry points. Structured interview schedules were personally canvassed by the investigators to 13013 households, 2424 dropout girls, 4316 never enrolled girls, 792 teachers, 269 educational administrators and 416 community leaders. In addition, focussed group discussions were held with parents and community leaders. The area of gender and achievement, however, has not been sufficiently explored and needs attention both in research and ameliorative action in the form of compensatory education for the girls in the disadvantaged groups.
- The area of gender and achievement, however, has not been sufficiently explored and needs attention both in research and ameliorative action in the form of compensatory education for the girls in the disadvantaged groups. Several studies in fact indicate that institutional factors are better determinants of student achievement than gender.

- A study in Gujarat for instance reported overall higher achievement of girls compared to boys, better performance of urban students compared to rural ,and of private school children as compared to children from government schools.

### **Interventions by the State Resource Persons**

The participant from Karnataka made a brief presentation regarding policy level changes and gender sensitisation programmes for initiated by the state. He mentioned that the state has made reservation in employment to the extent 50 per cent for primary teacher's cadre 30 per cent for secondary school teacher's cadre. Similarly, reservation to the extent of 50 per cent is made at the pre-service training level. All the textbooks have been reviewed from gender perspective at the primary level. The state has also conducted gender sensitisation training for all the functionaries. Gender is being integrated in all the training programmes being designed by the department. Several gender specific activities have also been initiated for the secondary school students. All the textbooks have been reviewed from gender perspective at the primary level. The state has also conducted gender sensitisation training for all the functionaries. Gender is being integrated in all the training programmes being designed by the department. Several gender specific activities have also been initiated for the secondary school students.

Professor Dass, Director SCERT Orissa, in his presentation, gave the measures adopted for the improvement of girls' education. These included revision of curriculum and emphasis on girls, adoption of liberalised policy for establishing girls' school/colleges, establishment of Kanyashram with free lodging and boarding for tribal girls, priority on enrolment of girls, recording the name of the mother in admission register, appointment of mostly girls in non formal education centres reservation of seats for girls in technical education institutions, financing of women entrepreneurs with a 50 per cent subsidy,

Dr Bhatia of SCERT Delhi, gave in brief the incentive schemes at primary level for motivating parents to send their children to school. He suggested several measures which the UT intends to initiate. Some of the measures suggested by him were organising special programmes for teachers on gender equality, human rights and special requirements of teachers working in rural areas, planning of pre-primary schooling facilities for JJ colonies, providing facility for in service education teachers with focus on girls education, create awareness among parents regarding education of girls, and reviewing the textbooks for removing gender bias.

Shri Sushil Mohan, Secretary Basic Education, UP gave details of UP Basic Education Project. He informed that the project covered ten low female literacy districts of UP. Through micro planning and school mapping exercises, the project has identified those areas of the districts where female enrolment rates are very low and has established primary and upper primary schools in unserved habitations, 50 per cent of upper primary schools opened under the project have been exclusively for girls. He also spoke about Mahila Samakhyas which essentially aims at empowerment of women. This project covers 10 districts of UP. The project has considerably contributed to girls enrolment in primary school.

Shri Wadhawan, Director School Education, Haryana, presented the various schemes initiated by the state for promoting girls education. He said that in Haryana education for the girls is free upto graduation level. Girls belonging to SC and OBC are also given free uniforms, free textbooks and free stationery. Fifty-two per cent of teachers at the primary level are females. Recently the state has integrated the scheme of Apni Beti Apna Dhan with literacy.

Representative from Andhra Pradesh, Dr K Lakshmi observed that the achievement of girls is better than boys in the state. Andhra Pradesh has introduced Ma Baris which provide home based early stimulation to children. Further Saraswati Yojana has been started recently under which 8<sup>th</sup> pass rural girls can run an institution in her courtyard. These teachers receive 37 days induction training by the SCERT. Balika Siksha Foundation has been established to raise funds. In each range headquarter girls hostel has been opened where free boarding and lodging is provided.

Maharashtra representative, Ms. Shakuntala Kale informed that the State was giving top priority to education of girls especially rural and tribal girls. The SCERT has a strong women's cell who have been working in close collaboration with the Department of Women's Studies, NCERT. Text books were evaluated for sex bias as far back as 1989 in a DWS workshop. All primary school text books are now free of gender bias and in fact include materials that throw light on the contribution of women to Maharashtra and India as a whole. Under the DPEP, very innovative programmes have been introduced for increasing access of girls to primary education and for building in them a positive self image and a high self esteem.

Shri Palanivelu, Director, DTERT, Tamil Nadu apprised the workshop about significant measures taken by his government for promoting education of girls and their well being. He stated that free noon meal, free text books, free foot wear, free uniform, free bus passes are given to all children. Girls who pass Class VIII are given Rupees 10,000/- for marriage. All primary teachers who are being recruited now are female. Mother- teacher organisations have been formed to enroll and retain girls in schools. He also mentioned the Cradle Baby Scheme of Jayalalitha government which called on the people not to kill female newborns but to give them in the care of the State.

Prof Verghese, the Chairperson, while summing up the session on the theme of UEE pointed out that after independence expansion of education was given priority which has led to substantial progress in the number of educational institutions, enrolment and literacy rate. He said that if we look back to the situation in the year 1950-51 and compare it with that of year 1995-96, it clearly indicates not only great expansion in overall enrolment but also a substantial improvement in the proportion of girls in elementary schools. However, the enrolment ratios of girls continue to remain lower and dropout rates higher as compared to boys.

### **Issues and Constraints**

- Low priority to primary education: the share of primary education in plan allocations fell from 57% in the First five Year Plan to 29% in the Seventh Plan. Situation has changed with fifty percent being allocated to primary education since then.
- High population growth which outran the growth of educational institutions at the elementary stage.
- Rural urban divide in terms of basic infrastructure and extreme poverty.
- Girls are less mobile than the boys on account of the parental concern for their personal safety and thus utilise educational facilities available within the revenue village or in its sub units or habitations ( an average of two habitation per village which are often divided by physical and social distance, as observed between upper caste/ class inhabitants and the scheduled castes tribes ). The well off upper castes form the core and the disadvantaged sections are at the periphery of a village, the school is often located in the core part of the village. The SC and ST parents at times are intimidated into not sending their children to school.
- In case of girls some of the additional reasons are lack of separate schools wherever there is demand for the same, lack of women teachers, absence of toilet facilities in schools; lack of parental motivation to send girls to schools.

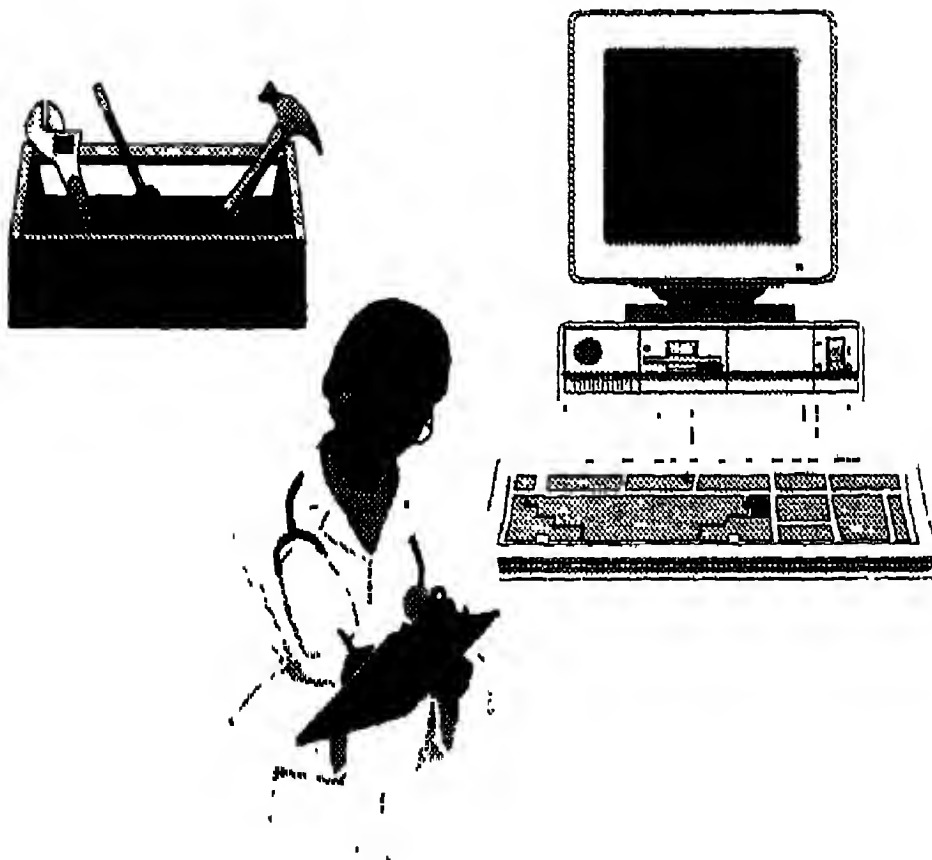
## **Action Points**

- opening of separate schools for girls wherever there is demand for it,
- Upgradation of primary schools up to middle level in rural areas where there is no other middle or high school
- provision of at least 50 per cent women teachers in primary schools in rural areas,
- advocacy-creating awareness among parents to educate their daughters,
- opening of creches attached to primary schools
- identifying gender gaps in enrolment, retention and achievement level for planning inputs,
- planning to focus more on the increase in transition rates from class V to class VI so that more girls can continue to complete elementary level, and,
- development of gender sensitive material for teacher training and school curricula
- gender sensitisation of all educational personnel
- use of mass media and traditional folk media for advocacy
- giving free ride to girls in government transport/bus for reaching school outside the village bounds, bicycles , if possible
- In In foreseeable future the demand for formal schools at the upper primary level cannot be met give our present resource base and policies while unserved habitations and disadvantaged groups are being covered by (a poor second cousin) non formal education centres at the primary level, distance education alone can build the necessary bridges for girls for post primary and higher education Distance education and alternative models of schooling need to be developed on the basis of need based researches for rural girls and urban poverty groups





## **Second Level General, Technical and Vocational Education**





### **Theme IV.3**

## **Second Level General, Vocational and Technical Education**

Secondary education is a critical sector for future development of girls. It is here that diversification of curricula and streaming occurs. Secondary education has both preparatory and terminal functions. At the secondary and senior secondary stage, the number of schools have increased from 7,416 in 1950-51 to 98 thousands in 1995-96. The enrolment of girls at this stage increased from 0.2 million to 8.8 millions during the same period. The percentage of girls has increased from 13.3 in 1950-51 to 35.3 in 1995-96.

The poor participation of girls at secondary and senior secondary stage and in vocational and technical and professional education is a cause for concern. Secondary, vocational, and technical education is largely an urban middle class phenomenon. Rural and poor population has lower access and participation in these areas. There is a big gender gap as girls are lagging behind than boys and more so the girls from the disadvantaged groups are the worst off. At this stage girls lag behind not only in numbers but the type of courses they opt for and receive training in. Girls find it easy to opt for and are concentrated in courses such as arts and humanities and fewer girls enter into courses like science, mathematics and technology.

### **Vocationalisation of Higher Secondary Education**

This programme was introduced in 1976 to train the young students in middle level marketable skills and to reduce aimless entry into higher education. The scheme was expected to cover 50% of the secondary school graduates. The scheme was able to cover only about 2.5% of students entering the higher secondary stage till 1986. By 1996-97, a capacity for 935,000 students has been created in 6,476 schools. In terms of coverage, only 11.51% of the total enrolment at the higher secondary level have joined the vocational stream in general education at this level. The scheme is presently implemented by all the states and union territories except Lakshadweep. In all 18,709 vocational sections have been approved in the 6,476 schools offering vocational education.

### **Second Level Technical Education**

Presently, there are 4,192 Industrial Training Institutes (ITIs) with a total enrolment of 4.11 thousand, out of which 14.1 per cent are girls. Of these ITIs, 214 are exclusively meant for women and 231 have Women's Wings. In principle, all ITIs are open to women. In 1,110 Polytechnics, there are in all 3.21 thousand students, girls forming only 17.2 per cent of the enrolment. Further, there is one National Institute for Vocational Training (NVTI) and four Regional Vocational Training Institutes (RVTIs) for women exclusively with a total capacity of 1,496 students (1995-96 Annual Report of the Ministry of Labour). Women also receive training under the Apprenticeship training

scheme of the Ministry of Labour, accounting for 2.6% of the total no of 272,755 trainees

**Analysis of secondary education brings out the following:**

- (i) Secondary education is available only 28 out of 100 girls in the age group compared to 59 per hundred for boys
- (ii) Girls are behind not only in numbers but the type of education they receive or opt for it is qualitatively different from that of boys, and does little to alter their subsidiary position in the occupational structure. Girls go in primarily for soft courses in arts and humanities at the higher secondary stage thus limiting their occupational choices and chances. These choices are dictated by their actual or expected adult roles as mothers and as wives. Very little consideration is paid to their potential as productive workers. Curriculum continues to be gender stereotyped despite the stated policy of undifferentiated curricula
- (iii) Three quarters of our population lives in rural areas but only 11,642 schools are in rural area as compared to 11882 schools in urban areas. Access of rural girls diminishes at every successive higher level of education. Whereas 87 per cent of 587,247 villages have a primary school, only 22 per cent are covered by middle schools, 8 per cent have a secondary school and about 2 per cent villages have a higher secondary school within the village (Fifth All India Educational Survey, NCERT, 1993)
- (iv) There are unserved areas in the country where there is no school for 10 to 20 kms. As in some tribal belts, desert and hilly regions with low population density. Girls from such areas are hardly expected to attend schools located at far off distance
- (v) As regards the research trends in the country, the area of vocational and technical education of girls has received some attention in the Fifth Survey of Educational Research and provides both policy and programme interventions giving primacy to need based vocational education of girls and women to help them forge ahead in non-traditional occupations. Although girls and women have entered into hitherto male occupations, studies show it is not always on terms of equality. A lot more work is required in the area of gender analysis of existing vocational and technical education programmes supported through micro studies so that girls and women succeed in the occupational fields. Studies of occupational career guidance and counselling draw a blank. Studies on social mobility of women are few and studies about education and employment linkages in terms of entry requirements, recruitment and transfer procedures, wages, leave and other benefits as required under law, need investigation.

While there are a large number of studies showing the positive impact of women's education on their awareness, attitudes, and positions taken on personal issues of marriage and family, the study of women as professional are limited. There are

several investigations on women teachers which are largely centred on the issue of role conflict between the familial and the occupational roles and role performance. There are few studies on women administrators and executives in education or in other development fields which shows that there is lack of consciousness regarding women's contribution to development in real terms. (In India women professional and technical workers account for 20.5% of all workers in this category. In other countries of South Asia, the highest proportion of female professional and technical workers is in Maldives 34.6%, followed by 24.5% in Sri Lanka, 23.1% in Bangladesh, and 20.1% in Pakistan. Among the industrialized countries women account for 64.4% of the professional and technical workers in Sweden, 62.8% in Denmark, 62.3% in Finland, 57.5% in Norway, 56.1% each in Canada and France, 52.7% in the USA, 43.7% in New Zealand, 43.7% in United Kingdom, and 41.8% in Japan among the developed countries. Among the developing countries, Philippines has the highest proportion of female professional and technical workers i.e., 62.7%, followed by 52.1% in Barbados, 52.4% in Thailand, 44.5% in Malaysia).

### **Observations by the Resource Persons**

Professor Usha Nayar while introducing the theme observed that a major conceptual shift is noticed in the last decade to the approach to the education of girls and women. Investment in female education is now seen as a development imperative and not as a plain moral commitment, thus lifting it from the plane of pure ethics to sound economics. There is enough evidence based on the analysis of macro data and micro studies to show that the payoffs of educating women are many among them, a smaller family size, lower infant and child mortality, better quality of family health, increased participation in non farm sectors of the economy and increased productivity. A major assumption being made now is that education can equip women for the job market or self employment, thereby increasing their self reliance and self confidence. This would give them the capacity to take vital decisions about themselves and the society at large. In the light of this positive thinking that we like to look at the educational and training opportunities open to our girls.

Professor A K Mishra, the Chairperson of this session stated that the problem is of participation of both urban and rural girls. At the Central institute of Bhopal the empowerment of girls is the major issue and all efforts are geared towards enhancing the participation of girls at all levels in vocational, technical and in secondary education. He said that there are lots of peripheral problems in achieving this goal. The first problem is until girls come to the second level of schooling, vocational and technical education cannot be achieved. He further mentioned that the question of UEE comes before us. The other problem which is encountered in the case of girls is opting for science and mathematics stream. Girls like to go for softer options like humanities, arts etc. The home science syndrome continues to exist. Skills like tailoring, embroidery and cooking get priority in the minds of girls. This continues to force them to look backward and not see forward. Prof Mishra later added access to these courses and such an opportunity does not exist which is cost effective and can be offered to the girls in rural areas. Prof Mishra also mentioned that due to the limited employment opportunities in rural areas, it

is important that ability of entrepreneurship of average level be inculcated among girls. In this context, one paper of entrepreneurship could be made compulsory for all students and competency skills of a certain level of know how need to be developed. In the employment domain, urban girls get job easier than the rural girls due to many factors. There are also other constraints such as employers do not prefer women, work place conditions may not be conducive and thus parents get very skeptic about their daughters working under such circumstances. Mass movement is required to cater to the idea of self-employment and entrepreneurship.

Dr. K. Sudha Rao, one of the discussants in the session focussed on the gaps which she had observed and experienced as the decision maker and decision implementor in the All India Council for Technical Education. She mentioned that bureaucracy is a long process which is rigid where things move in a straight jacketed manner. There is thus red tapism in the public and the government sector. The gender gap exists due to the attitudes of government and public and the private sector employers who look from the point of view of accepting women only in certain jobs such as teachers. Private sector employees particularly have a typical attitude as 'useful and unuseful category'. The existing gender gap is the result of the rigid attitude. If men can do certain kinds of jobs why can't women do. She further mentioned that preparedness from the point of view of girls, of the parents and the society was needed. She discussed her visit of Philippines where she visited a car engine making industry. There in that industry they prefer to employ women because it came out that women do jobs precisely. Dr. Rao further mentioned that the issue is of awareness and of proper professional training and orientation for a change in vision of all. Women have a greater capacity and can manage stress by themselves as they have no one for assistance. Men get conditioned faster while women adjust and acclimatise to new conditions easily, so the behaviour component and their potential for time management, coping strategy could be used. New areas and non-traditional jobs can be explored for women. Module should be developed on skill updating, retaining needs and self-financing courses. Training could have all the professional component including personality development, enhancing positive self-esteem, enhancing self-confidence and other relevant skills.

Dr. Adarsh Sarvaria, the discussant in the session, said that vocational training and employment deal in a limited way regarding women. Training is an important component in the Ministry of Labour. The scenario of employment for women is not good, in the unorganised sector is poor. Labour force in India vis-a-vis women, the general scenario in the unorganised sector is poor. The women's training for employment should be the major theme and should be made the important component of National Vocational Training System (NVTS). Even it should be made compulsory in state institutions by the Ministry of Labour. Four institutions of ITIs were started in 1977 but the participation of girls is low. She said women get easily displaced because of the technological advancement. Therefore, there is a need for more continuous training, upgradation of skills. Women generally opt for traditional areas and do not enter into non-traditional areas. Success stories will help women to change attitude and go into the non-traditional areas. The target group should be given training for pre-employment and self-employment. Inservice training should be a continuous process. After providing

training, a constant feedback should be taken from the industry for employment and training needs. Government jobs and employment opportunities in general are going down. The empowerment of women is essential. If women acquire skills, they have the visibility, can set up a business, can get support for employment ventures. Due to the availability of Industrial Training Institutes for females, there is a steady increase of training females in the labour market but a lot more is still needed. Basic facilities and infrastructure is required to cater to the needs of females. Central Institute Bhopal and other such institutions could take up role as planners, implementors and as advisors to industries to cater to the needs of women and their participation in unusual occupations.

### **Major Constraints and Issues**

\*Illiteracy and lack of primary and middle level education is a major barrier in women getting access to secondary level general, technical and vocational programmes. This is more critical in case of rural girls where even middle school facilities are not available within village.

\*At the secondary level participation of girls is affected in Science and Maths courses because of lack of facilities in girls schools for Science and Maths teaching. Shortage of teacher also poses a big barrier.

\*Most of the training institutions imparting skill training are located in urban areas. In rural areas there is general lack of facilities for non-traditional skill courses.

\*A major constraint is that girls prefer soft courses. There is persistence of home science syndrome among girls. Traditional skills like home science, cooking embroidery get priority in girls mind.

\*There are limited jobs opportunities in rural areas. Even the attitude of public and private employers in urban areas is of not accepting female employees.

\*The programmes of skill development do not develop self-confidence and other complimentary skills needed for self-employment such as credit know how, procurement of raw material, marketing, financial management, project formulation and management etc.

\*Parental apathy towards higher education and vocational education of girls exist.

\*General absence of adequate educational and vocational guidance services in girls institutes.

\*A weak link exists between training and employment, puts a negative picture in the eyes of parents who do not visualise the use of such an education.

**\*Range of vocational courses generally offered to women is relatively limited**

**\*Non-availability of adequate instructional material, lack of trained regular teaching staff, poor quality of on-the-job training, weak school industry linkage. This all results in non-achievement of targets in terms of both quality and quantity which terms vocational education as a "failed venture", especially for girls**

**\*In addition, a 'home science' syndrome afflicts girls. A traditional gender bias dominates the vocational field also. In many states, a restrictive policy in providing vocational courses to girls is followed. Only soft options such as tailoring, dress designing, cooking, secretarial practice etc. are made available to them**

**\*Lack of adequate foundation in Science and Mathematics also keep girls away from non-traditional courses related to technology, para-medical, business, commerce and agriculture.**

**\*More often than not, a pre-conceived technological illiteracy keep girls away from modern, technological and scientific courses.**

**\*Lastly there is no national management information system for women in vocational and technical education as well as in professional employment. Gender desegregated data is not available either for monitoring of existing programmes or for future planning**

### **Action Points**

- **Effective strategy to reduce huge illiteracy of women to include provision of 8-10 years of general education**
- **Expanded programme of formal and non-formal vocational training for rural girls in health, employment etc. Transition rates for rural girls need to be improvement both at middle and secondary level**
- **A national programme of strengthening Science and Maths teaching in all girls school along with a scheme of meet shortage of science and maths teachers in girls school. Special focus is to improve access of girls to secondary and technical education in rural areas**
- **Encourage participation of girls in non-traditional courses for there is need to provide adequate hostel facilities for girls to studying technical and management institutions**
- **Provision of guidance and counselling services for girls also need to be specially coloured to**



- Need to match policies with commensurate resources allocations, appropriate institutional structure and expense
- Need to upgrade courses to serve needs of rural areas Courses should develop complementary skills needed for self-employment
- Need for adequate MIS an women education and training and gender sensitive planning and gender inclusive curriculum
- Educational and vocational guidance and counselling
- Creating public awareness and acceptance of women in work roles
- Create support structures foe working women in the area of domestic services and child care in particular
- Adopt totally non restrictive policies while opening courses
- More courses leading to self employment

#### **Suggested Guidance and Counselling Framework**

- understand the need of developing the self image of girls and their self confidence
- learn about workable androgyny,
- impart to students suitable career orientation,
- motivate students to follow careers of their choice (traditional or non-traditional)
- dissemination of occupational information to keep girls well informed
- motivating girls, guardians, community and developing favourable attitude towards non traditional careers
- establishing linkages for employment
- Enable girl students to make informed choices by having discussion on careers and courses for further study in subject areas pursued by the girls at the senior secondary school

- Introducing career literature and information brochures
- Counselling to bring about changes in girls' attitudes and perceptions about themselves and about work
- Presentation of women role models in science and technology to science students, in arts and commerce to art and commerce students
- Through curricular, extra-curricular activity and counselling sessions, girls to be made aware of their inherent potential and to generate in them the confidence to make career choices
- Interactive sessions with students, where the teacher/counsellor can help the girls 'open up' and discuss their aspirations, ambitions, perceived hurdles and facilitating factors. These group discussions have a cumulative effect on the students, where they learn through interactions.
- Engendering in the girls through role play and stimulation, the confidence to break barrier of sex role stereotypes and the ability to enter into careers in non traditional areas. A counsellor plays a pivotal role in concretising, a girls' diffused identity
- Counselling to make girls less 'feminine' and more androgynous, so that they think, decide and act more as persons and not as girls. This brings about a flexibility in approach to vocations and careers
- Improving Communication skills in girls. In our society girls generally do not communicate and express their ideas, thoughts, desires, opinions or knowledge. This hampers their ability to perceive, analyse and deliberate upon important matters and issues. Communication skills should be developed and improved in girls. Family, school and media can play

### **List of Available Vocational Courses**

- Computer techniques
- Repair and maintenance of Radio and TV receiver
- Audio-visual Technician
- Electronics Technology
- Clock and Watch Repair
- Repair and Maintenance of Domestic Appliances
- Draftswomen (Civil and Architectural)
- Electric Motor Winding

### **Commerce Based Courses**

- Office Assistantship/Management
- Accountancy and Taxation/Auditing
- Marketing and Salesmanship
- Insurance
- Banking Assistantship
- Purchasing and Storekeeping

### **Paramedical Courses**

- X-Ray Technician
- Medical Laboratory Technician
- Dental Hygienist
- Pharmacist
- Hospital Housekeeping
- Medical Record Documentation
- Sanitary/Health Inspector
- Ophthalmic Technical
- Physiotherapist or Occupational Therapist
- Female Multi purpose health worker (Auxiliary Nurse and Midwife)

### **Agriculture Based Course**

- Dairying
- Poultry Farming
- Sericulture
- Inland Fisheries
- Fish Processing Technology
- Nursery and Vegetable Growing

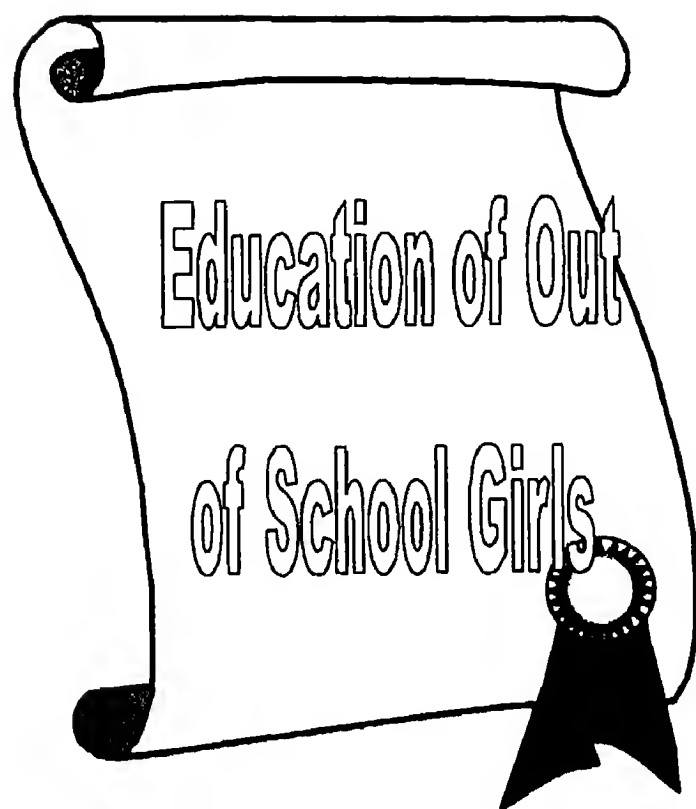
### **Home Science Based Courses**

- Food preservation and processing
- Bakery and confectionery
- Textile designing
- Commercial and pre-school management
- Child and Family Welfare
- Institutional Housekeeping
- Catering and Restaurant Management
- Interior Decoration
- Dietetics and Meal Preparation

### **Humanities and Others**

- Tourism and Travel Techniques
- Health Care and Beauty Culture
- Printing Technology
- Hostery
- Photography
- Commercial Artist
- Library and Information Service
- Law Assistant

This is an extensive but by no means complete list and includes courses suitable for rural/urban/semi-urban areas. The vocational courses may be local specific and need based and on the basis of the location of the institution appropriate courses may be selected from this list and even new courses may be designed.





## Theme IV.4

### Education of Out of School Girls

#### Background

The premier area of concern about the education of the girl child is the formulation of action programmes in the area of elementary and secondary education focusing on the education of out of school girls. A major chunk of girls in the age groups of 6-18 are out of school. Till very recently, girls in this age group were not covered by any government programme for health care and nutrition either. Presently these girls are being addressed through the following programmes

- i) The NFE (Non Formal Education) programme of the Department of Education, MHRD as a centrally sponsored scheme for the out of school children in the age group 6-14 years. The scheme is being implemented by the state governments and several NGOs (non governmental organisations). The Centre gives assistance to the state governments on 50:50 basis for coeducational centres and on 90:10 basis for exclusively girls' centres. The NGO's get 100% assistance. Presently, more than 240,000 NFE centres are running but these largely cater to the primary level. A total of seven million children are enrolled in these courses and girls form about 40 % of those enrolled.
- ii) The Total Literacy Campaign (TLC) which is a voluntary based literacy movement directed at the 15-35 age group of population and is sustained by mass mobilization through traditional media of folk theatre, *Kala Jathas*, *Prabhat Pheris* and a strong support of the national television and radio network. The first phase of literacy achievement is followed by post literacy efforts. Majority of the ninety million learners in the TLC are female.
- iii) The National Open School (NOS), runs courses for out of school girls and women as well as for other categories of employed personnel who are desirous of completing the ten year/secondary level open school course and higher general and vocational secondary education course. The NOS also conducts a course for adolescent girls and adult women named the *Paripurana Mahila Yojana* which covers a vast range areas of women's empowerment to include legal literacy, health and nutrition general awareness and others. The NOS has worked out a course equivalent to Class 3 and are presently working on Class 5 syllabus to enable the neo literates to attain primary level competencies. Further, girls and women can take up the middle and secondary school examinations of the State Boards as private candidates. Some states have already started State Open Schools as in Tamil Nadu and Haryana and women are utilising these opportunities.
- iv) The Central Social Welfare Board (CSWB) has a major scheme of condensed courses for girls and women in the age group 15-35 years from among the disadvantaged sections of rural and urban areas who for some reason or the other have either missed schooling or have dropped out of the system. These

are two year courses leading to Primary Middle, Secondary and Vocational education are awarded to NGOs through the State Social Welfare Boards all over the country

- v) The Department of Women and Child Development (MHRD) also has a scheme for adolescent girls entitled *Balika Yojana* being carried out in some blocks. These girls are given inputs of education, health and nutrition education among others, and , are later expected to help the Anganwadi workers in their tasks

## Observations by Resource Persons

Prof Anita Dighe of Adult Education and one of the discussants in this session talked about National Literacy Mission (NLM) and Total Literacy Campaign (TLC) which was launched in 1988 for imparting functional literacy to 80 million illiterate adults in 15-35 age, bulk of whom were women. The NLM adopted TLC as a principal strategy for achieving universal literacy. The TLC is an area specific, mobilisation and support of the Central and State Governments, district administrations, non-governmental organisations, voluntary agencies and people from all walks of life. She said that TLCs succeeded in generating demand for girls' education.

Ms Rameswary Handa, the discussant in this session stressed on the point that Non-Formal Education is a parallel programme to bring the girls into education and to achieve the goal of UPE and UEE. Non-Formal Education (NFE) is a programme to cater for and encourage those children particularly the girls who cannot attend full time schools or for the girls who are out of school due to some reasons. In non-formal programmes, curriculum is flexible, need based and is very learner centred. Timings are also as per the convenience of the children of the community living in the area where the centre is located. Ms Handa also talked about Mahila Samakhya. She said that the launching of Mahila Samakhya in 1989 in three states, Uttar Pradesh, Karnataka and Gujarat by the Department of Education of the Ministry of Human Resource Development of the Government of India was another strategy for Women's Development. Mahila Samakhya, a women's development empowerment project is state sponsored which "pre supposes that education can be a decisive intervention in the process towards women's equality." The project goal is to empower women to take control of their own lives and question and the forms of social organisations that paralyse women and put into limbo their power (shakti). The project aims to create a demand for literacy but at the pace determined by the participating women themselves. Without the pressure for fulfilling quantitative targets, the women and their communities

Ms Smita Nagraj, one of the panelists in the session, discussed about the education system of the country in the context of condensed courses for women run by CSWB. She said that it was all a question of demand and supply. There is a problem of demand for education particularly the girls' education. There is a growing demand for privatisation of education and on the supply aspect she mentioned that



there is a need for decentralization of education system To achieve quality, relevant, need based and local specific education, decentralization was essential The utility of education will bring demand and women would see to it for their benefit Based on her field experiences in Rajasthan Ms Nagraj stressed that to achieve UEE a close link needs to be established between formal and non-formal education systems

Prof Mohan Menon the Chairperson of this session summed up the session and discussed what was all there for girls in the National Open School Open School is flexible system and its curriculum and subjects' choices include both traditional courses and also non-traditional courses Vocational courses such as home science, tailoring, cooking etc were also introduced Girls should be guided to take up vocational courses Although employment opportunities are very limited particularly in rural areas, girls should be encouraged to take up enterpreneurships Awareness should be created among girls and women for adopting self-employment opportunities

### **Major issues**

Some of the major problems faced in the implementation NFE programmes related to

- poor quality of inputs,
- drab atmosphere of the centres,
- lack of equivalence with the formal system and problem of certification and accreditation,
- irresponsiveness of the system to the needs of the working children who are the major client group of the non formal system, and,
- lack of adequate support system
- 

Major problems related to adult literacy programmes are

- slow pace of the programmes requiring lot of time to prepare ground and bring change in attitude,
- voluntary based nature of the programme which affects sustainability,
- focus of the programme on literacy only hence the gains are not sustained,
- post-literacy component very weak,

## **Suggestions**

The major suggestion and action points emerging from discussion in relation to various non-formal programmes are

- Improve both physical and human inputs
- Make the curriculum relevant to need of girls and women.
- Provide adequate support to teachers
- The atmosphere in the centres should be joyous
- Most importantly there is need to improve the quality of the programmes by making them comparable with formal programmes
- In case of adult literacy programme adequate time should be given for preparing the ground
- It is essential to equip the learner at least with primary level skills which is essential for permanent literacy. Alternatively, post-literacy programmes need to be substantially strengthened for continuing the gains of literacy
- Agencies like NOS need to expedite their programmes for neo-literates to enable them to get formal accreditation equivalent to primary level and subsequently middle and higher levels through a system of integrated continuing education
- NOS, likewise, has the capacity to respond to primary school dropout by accessing non-formal primary and middle levels of education in addition to its present courses leading to high/higher secondary levels
- For the success of out of school vocational courses, there is need to give entrepreneurship training and provide guidance to women

# **Gender Equality through Curriculum**





## **Theme IV. 5**

### **Women's Empowerment Through Curriculum and Its Transaction**

#### **The School**

The school, 'formal' and 'non formal', plays a significant role (a) in selecting and allocating students along cognitive axes, (b) to impart universal human values such as equality, dignity, social consciousness, sensitivity and sensibility, and (c) to prepare the young for participating in change processes of a society Education plays a powerful role in perpetuating the gender bias if no planned intervention is made to negate this and turn it into a vehicle of positive reinforcement of equality between sexes School curriculum and its transaction especially in the early years leaves indelible marks on young minds and shapes their perceptions of their future adult roles

The curriculum of school consists of planned academic programmes, and all other curricular activities and also what a child imbibes from the school ethos, also termed as the 'hidden' curriculum Teachers are the key actors in the delivery of a curriculum through interaction and personal example Studies show that teachers' attitudes and acceptance go a long way in raising the self esteem of pupils Analysis of curriculum and educational programme shows the existence of gender bias and sex stereotyping to some extent

#### **The National Curricular Framework ( NPE 1986 )**

The National Curricular Framework emphasizes the core value of equality between sexes which is a constitutional right and has received major attention in the National Policy on Education, 1986 (revised 1992) The National Curricular Framework also emphasizes ending of social evils and practices derogatory to the dignity of women, environmental protection, small family norm, national integration, democracy and secularism The Programme of Action ( revised in 1992) emphasized the need to remove gender bias from text books and school curriculum and underlined the need to gender sensitize all educational personnel so that equality between sexes gets internalized through a gender sensitive and gender inclusive curriculum and its transaction All major education commissions and committees advocate implementation of an undifferentiated curricula

Elimination of gender bias and stereotyping from the curriculum, textbooks and educational programmes is the central theme of the Department of Women's Studies (DWS), NCERT. The DWS makes a strong case for sensitization of policy makers, planners, administrators, teachers, curriculum developers, textbook writers and the larger community on the need and importance of equality between sexes An attempt is made to propose a positive interventionist strategy in the form of eliminating sex biases and stereotypes from the textbooks A strong school based programme for promoting equality between sexes and eliminating sex biases operating in the community at large is also under way A brief evaluation report of primary text books carried out by the DWS, found that there was male domination in content, illustrations and exercises in most of the text books However girls/women are increasingly being shown in some positive, new roles also The Department has produced exemplar materials for text book

writers and teachers highlighting the significant contribution made by women through out history to the present times. Besides, a whole range of handbooks in Hindi, English and Urdu have been prepared for teachers for transaction of the curriculum with a gender focus.

Efforts are being made to rewrite textbooks to incorporate identified core values including equality between the sexes. Textbooks brought out by some of the states like Maharashtra are free of gender biases and gender stereotypes. Conscious efforts have been made to depict women in these textbooks in non-traditional roles and excelling in different walks of life highlighting their contributions. Boys and girls have been portrayed in shared roles. However, majority of teachers would still have to use existing textbooks containing gender biases and gender stereotypes. Teachers should handle such flaws carefully.

### **Observations by Resource Persons**

Ms. Vibha Parthasarathi, who chaired the session presented a framework for a school based programme for building up the value of equality between sexes as a drive arm of democracy and as a basic human value.

Dr. Sushma Jaireth, one of the discussants, in her presentation mentioned that textbooks of sciences have many gender biases and gender stereotypes. She brought out the point that there is no mention of women scientists, Nobel prize winning women who have made their mark in the field of science. Further the visuals in the textbooks are male centred. Also the language used lays emphasis on his, man, him and so on. Science has carried a masculine image because of which the participation of girls and contribution of women in science has been low. Socially constructed gender discrimination in the area of science has caused for lesser participation of women in the decision making processes in the field of science and technology. An in-depth analysis of textbooks of sciences of primary and upper primary level of NCERT, done by her, was also presented. The analysis showed that male authors were dominating in the writing of textbooks, also the visuals of experiments showed girls in passive roles of watching and observing experiments being performed by boys. Environment in the textbook has been discussed only in the context of men. According to Dr. Sushma Jaireth, since the needs of women in the context of environment are equally important, should find a place in the textbook.

Dr. Gauri Srivastava, the discussant in this session, made a presentation about the gender biases and gender stereotypes in social science textbooks of the primary and upper primary levels. In her presentation, she mentioned that the contribution and achievement of women throughout historical epoch was not taken into account by textbook writers. Very often women's contribution have been marginalised - this was more evident in the story of India's struggle for independence. She later added that the books should portray the changing social realities and new roles taken up by women e.g. pilots, engineers, doctors and so on. This will help in enhancing self-esteem and confidence especially among girls.

Ms. Vibha Parthasarthy, the Chairperson summed up the session. According to her, gender bias and stereotyping are not only reflected in the teaching and learning process but also unconsciously and consciously get reflected in the school management system itself. This is clearly evident when admission forms are prepared.

in the school. It is normally found that the educational and professional status of the father is mentioned and not about the mother. Similarly, in most of the annual functions organised by the school the chief guest is normally a male. This should be avoided. Sardar Patel Vidyalaya was cited as an example, where these kinds of biases are rectified. She added that promotion of skills, which is an index of women's empowerment should be taught to girls from the beginning particularly regarding handling of motor repairs, electrical gadgets and so on and boys should be taught needle work so that there is no gender bias even regarding the imparting of skills in schools.

## **Action Points**

### **Gender Equality Through Curriculum Transaction: A proposed framework**

#### **I. Elimination of sex bias from text books**

Sex bias and sex stereotyping in textbooks reflects and perpetuate the biases in society. Sex bias and stereotyping is the result of the under valuation of the girl child in our society. What we observe in our society, gets reflected through the textbooks and other reading materials.

##### **- Areas of Sex Bias in Textbooks**

###### **i. Content**

- 1. Thematic content** - content may carry imbalances in themes relating to women in lessons or there can be complete omission.
- 2. Content may be stereotyped** - The image of women is often distorted, simplistic, limited or even degrading with clear distinction made between the roles of men and women, both of whom are shown engaged in stereotyped activities.

- ii. Linguistic bias** - curricular material often reflects sex bias inherent in the vocabulary, grammar and usage of a language.
- iii. Bias in the presentation of textual material** especially in illustrations and visuals.

## **II Teaching of Subjects**

### **Social Sciences - During the transaction of social sciences**

- The status and the role of women in the development of society must be highlighted
- Women's Contribution towards the growth of civilization or culture must be highlighted
- History must have women's perspective
- Give knowledge about legal rights of women
- Highlight the role of women in the family along with other members of the family
- Involve both boys and girls in co-curricular activities
- Highlight the relationship of geography of a place and the status of women

### **Science and Mathematics**

- Biases regarding the abilities of girls in coping with Science and Mathematics subjects must be eliminated with the help of scientific evidences and reasons
- Correct knowledge of the human physiology must be provided
- In the classroom and laboratories equal opportunities should be given to both boys and girls
- Biographies of women Scientists and Mathematicians must be highlighted
- Demystify science through positive images and women role models
- Efforts should be made to negate all those values and situations in mathematics and science which depict women as a weaker sex, undervalue their intellectual activity, featuring men doing important work and women in supportive roles
- Provide remedial teaching to girls having low achievement in science/maths

### **Language**

- Avoid use of sexist language
- Textbooks and supplementary readers at the school stage should not contain any references to women which degenerate their status. The existing books should be evaluated and scrutinized from this point of view so as to delete all such references, as long as teachers have to use the existing books they should take



care to play down all such references, and endeavour to put things in the correct perspective

- The contribution of women writers, poets and novelists should be given their due place

### **Work Experience**

- No gender based discrimination in assigning activities to students

### **Health and Physical Education**

- Girls should be encouraged to participate in physical activities, games and sports

## **III. Restructuring Teacher Education Programme with a Gender Focus**

In order to build teachers' capacities in the area of girls' education and women's empowerment Teacher Education programme both at pre-service and inservice levels need to be strengthened. National Curriculum of Teacher Education should be made gender inclusive. The component dealing with Women's Studies needs to be mainstreamed and should be integrated with pre-service and inservice training programmes. The Teacher training programmes and orientation workshops/seminars should be made gender sensitive, gender inclusive. Though the Department of Women's Studies conducts at All India level the Six Weeks' training Programme on Methodology Women's Education and Development annually for the teacher educators and administrators, in the process many persons of various states get trained as the resource persons, lot more has yet to be done. Networking among all resource persons belonging to the same state and to other states should be developed, other government and non-governmental organisations, working in the field of Women's Studies, should also strengthen networking and communicate about the gender training programmes carried out by them.

The solidarity among male and female teachers will also be very helpful in promoting gender equality. More and more of female teachers should be employed in rural areas. They should be placed in rural areas and be provided with reasonable facilities and infra-structure.

### **Some hints**

- i Identifying plus point in the existing curriculum of teacher education for incorporation of women's issues
- ii Re-designing the courses keeping in view the equality between sexes

iii Introducing special/elective papers on women's education and to incorporate gender dimension into general topics during curriculum transaction.

iv. Encouraging researches in women's studies or on contemporary women's issues at M.Ed., M.Phil or Ph D level

**\*Some Suggested themes to be incorporated into Teacher Education Curriculum**

**Paper - Education in the emerging Indian society.**

- Education of women in different periods of history
- Impact of girls education on population, IMR, Child Health
- Role of women in developing culture, agriculture economy, technology
- Elimination of sex stereotyping from curriculum and educational programmes
- Barriers to the development of women and strategies to overcome the same

**Paper- Psychology**

- Individual differences versus gender based differences
- Mental hygiene of boys and girls Special problems of boys and girls Behavioural problems of boys and girls
- Development - growth and development of Intelligence and Personality is same for boys and girls under similar conditions

**IV. School as an Institution for Promoting Gender Equality**

i Planning and Developing an Institutional Plan

- Carry out situational analysis of the school to know the reality and to identify the plug points.
- Select issues according to the maturity of children
- Identify resources (human and other resources) in and outside the school
- Involve parents, community, teachers and senior students in making institutional plan

**ii      How a school can become an agent of change (Implementation of Institutional Plan)**

- Following participatory approach
- Redefining values, roles and duties of boys and girls and male and female teachers
- Organising activities (academic and co-curricular) for children according to their abilities and interests not according to their sex
- Reviewing existing textbooks and other reading materials with regard to sex bias and stereotyping
- Reviewing all activities of schools from gender point of view (e.g. application forms, annual functions, calling of chief guest, staff meetings and activities for children etc.)
- By role play and reversal
- By reversal of duties considered as traditionally female or male oriented
- Organising camps, picnics, visits, project work etc. which offer excellent opportunities for inculcation of attitudes of parity and imparting skills and competencies which equip the girls with positive self concept and confidence
- Involving girls and boys in preparing charts, models, wall magazines, catchy slogans

-While transacting subjects, emphasis should be laid on examples that include both boys and girls, men and women in roles from all walks of life. Effective pictures of women should be shown to children and students



## **Background Documents**



**National Policy on Education - 1986 & Programme  
of Action - 1992**

**Recommendations**

**For Education for Women's Equality**

**(Excerpts)**



**DEPARTMENT OF WOMEN'S STUDIES**  
**National Council of Educational Research and Training**  
Sri Aurobindo Marg New Delhi - 110 016





# **National Policy on Education - 1986 & Programme of Action'- 1992**

## **Recommendations**

### **For Education for Women's Equality**

#### **Education for Women's Equality**

4.2 Education will be used as an agent of basic change in the status of woman. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.

4.3 The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereo-typing in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies. NPE-1986, P-10

# 1. Education for Women's Equality

POA 1992

## 1. Preface

1.1.1 Education for Women's Equality is a vital component of the overall strategy of securing equity and social justice in education. Paras 4.2 and 4.3 of the National Policy on Education (NPE), 1986 are very strong and forthright statements on the intervening and empowering role of education. *Inter alia*, they emphasize the provision of special support services and removal of factors which result in discrimination against women at all levels of education. The POA clearly spells out the actions which need to be taken to promote education for women's equality, it can hardly be improved upon. What is sought to be done is to modify the contents of the POA wherever appropriate. What comes out clearly is the need for will to implement and institutional mechanisms to ensure that gender sensitivity is reflected in the implementation of educational programmes across the board. Education for Women's Equality is too important to be left to the individual commitments or proclivities of persons in charge of implementing programmes. It should be incumbent on all actors, agencies and institutions in the field of education at all levels to be gender sensitive and ensure that women have their rightful share in all educational programmes and activities.

## 2. Present Situation

1.2.1 According to the 1991 census female literacy rate is 39.42% compared to 63.86% for males. The number of female illiterates at 197 million is more than male illiterates by 70 million even though the female population is less than the male population by 32 million. There are significant rural-urban disparities among women, rural female literacy is about half of urban female literacy. A striking finding is that for every 100 girls in class I in rural areas, there are only 40 in class V, 18 in class VIII, 9 in class IX and only one in class XII—the corresponding figures for urban areas being 82, 62, 32 and 14. If ten to twelve years of general education is the basic requirement for entrance into technical and professional education, rural girls would therefore stand excluded. An overwhelming proportion of vocational higher and technical educational facilities are located in urban or semi-urban areas. Participation of girls in this sector continues to be low and gender stereotyped. Similarly, proportion of women and girls in engineering and agriculture based courses is woefully low.

1.2.2 This is compounded by the fact that the proportion of women teachers in the low literacy States is extremely poor. The percentage of women teachers at the primary and middle schools is 21% and 27% in rural areas and 56% and 57% in urban areas.

1.2.3 It is therefore imperative that the entire educational system is alive to the gender and regional dimensions of educational disparities. P-1

## 3. Policy Parameters and Strategies

1.3.1 In pursuance of NPE the main features of the implementation strategy will consist of the following -

- (i) to get the entire education system to play a positive interventionist role in the empowerment of women.
- (ii) to encourage educational institutions to take up active programmes to enhance women's status and further women's development in all sectors;
- (iii) to widen women's access to vocational, technical and professional education at all levels, breaking gender stereotypes.
- (iv) to create a dynamic management structure that will be able to respond to the challenge posed by this mandate

## 4. Plan of Action

1.4.1 Strategies outlined below deal primarily with operational details regarding implementation of the POA

- (i) All the Bureau of the Department of Education will prepare a concrete action plan addressing gender related concerns in their specific area of work by August, 1993. Relevant nodal institutions like the UGC, AICTE, ICSSR, ICHR, CBSE, ICAR, ICMR, IAMR, State Boards, Vocational Education Bureaus, etc. will also prepare similar action plans. Part IV, para 4.1 to 4.3 of the NPE and Chapter XII of the POA will form the guiding principles for the action plan.

- (ii) A monitoring unit will be created in the Planning Division of the Department of Education to ensure integration of gender issues into policies, programmes and schemes. This unit will develop indicators for monitoring implementation, ensure effective dissemination of information and coordinate action. This will be done by August, 1993.
- (iii) Similar monitoring units/bureaus will be set up at the State level.
- (iv) Annual reports of all the bureaus and institutions will clearly spell out the steps they have taken to enhance women's and girls' access to education, ensuring that the content and process of education is sensitive to gender concerns and equal access is assured for science and technical education at all levels P - 2

## 5. Empowerment of Women

1.5.1 Education can be an effective tool for women's empowerment, the parameters of which are:-

- enhance self esteem and self confidence of women;
- building a positive image of women by recognizing their contribution to the society, polity and the economy;
- developing ability to think critically;
- fostering decision making and action through collective processes;
- enable women to make informed choices in areas like education, employment and health (especially reproductive health);
- ensuring equal participation in developmental processes;
- providing information, knowledge and skill for economic independence;
- enhancing access to legal literacy and information relating to their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas;

1.5.2 The following measures will be taken for achievement of the above parameters and the concerned bureaus and institutions will report on progress as stated in para 4.1 above :

- (i) Every educational institution will take up active programmes of women's development;
- (ii) All teachers and instructors will be trained as agents of women's empowerment. Training programmes will be developed by NCERT, NIEPA, DAE, SRCs, DIETs, SCERTs and the University System. Innovative training programmes will be designed with the assistance of concerned organizations and women's groups;
- (iii) Gender and poverty sensitization programmes will be developed for teacher educators and administrators. An environment will be created whereby all the sections of the education sector will become alive and sensitive to the role of education in eliminating gender disparities;
- (iv) In order to create a greater confidence and to motivate parents to send girls to school, preference will be given to recruitment of women teachers. P - 3
- (v) The common core curriculum is a potentially powerful instrument to promote a positive image of women. The Department of Women's Studies, NCERT will intensify activities already initiated in the area of developing gender sensitive curriculum, removing sex bias from textbooks and training of trainers/teachers. SCERT and the concerned State level boards and institutions will initiate similar work
- (vi) Funds would require to be earmarked in all education budgets for such awareness and advocacy related activities

## 6. Research and Women's Studies

1.6.1 Women's Studies is a critical input to promote better understanding of women's contribution to social processes within social, technological and environmental change, their struggles and aspirations, conceptual obstacles that make them "invisible" in many areas of scientific enquiry. The programme aims to investigate and remove structural, cultural or attitudinal causes of gender discrimination, and thus empower women to achieve effective participation in all areas of national or international development. The four dimensions to be supported are:-

- (i) Research to advance the frontiers of knowledge, develop human resources and produce teaching/learning material in pursuit of the above aims.
- (ii) Teaching to change present attitudes and values of men and women to one of concern for gender equality. Existing biases and deficiencies in curriculum will be addressed.
- (iii) Training of teachers, decision makers, administrators and planners to enable them to play a positive interventionist role for gender equality.
- (iv) Extension or direct involvement of institutions in women's development activities among the community

1.6.2 Special efforts will be made to make the Women's Studies Centres set up in 20 universities and 11 colleges to become more effective through intensive training of their staff. Eminent institutions and well known women's organizations will be involved in the process of revitalizing existing centres/units and helping in the establishment of new ones.

1.6.3 Networking between different institutions for research, extension and information dissemination has demonstrated high cost-effectiveness as well as potential for coordinated growth. Such networks will be initiated to increase output of quality teaching materials especially in regional languages, training and curriculum design, and decentralized area-specific models of intervention. P. 4

1.6.4 Foundation course should be designed and introduced for undergraduates with a view to promote the objectives of empowerment of women. This will be done within the 8th plan period.

## 7. Universatization of Elementary and Adult Education

1.7.1 It is impossible to achieve Universal Elementary Education (UEE) unless concerted efforts are made to reach out to the girl child. Girls who cannot attend formal schools or have had to drop out will be provided educational opportunities through Non-Formal Education (NFE). Efforts will be made to design special NFE programmes for out of school and adolescent girls with a view to get them back into the formal stream or qualify for technical or vocational education. The Open School, distance education systems and other innovative educational programmes will reach out to girls in rural/remote areas and urban slums. Voluntary and community based efforts will be encouraged in this sector. The above tasks acquire a greater significance in the SAARC decade of the girl child.

1.7.2 The rural girls are doubly disadvantaged by non availability of educational facilities and by the work they have to do related with fuel, fodder, water, sibling care and paid and unpaid work. Coordinated efforts, albeit with other Departments/Ministries, need to be made to provide the necessary support services to enhance their participation and performance. Provision of support services and child care facilities should be seen as a necessary and integral adjunct of UEE.

1.7.3 An important constraining factor for female education is the lack of women teachers in rural areas. The Revised Policy Formulations postulate that at least 50 per cent of teachers recruited in future would be women and to augment teacher-training facilities for women so that adequate number of qualified women teachers are available in different subjects, including Mathematics and Science

1.7.4 Total Literacy Campaigns (TLCs) being taken up should pay special attention to women in the 15-35 age group as it has been done with very positive impact in many districts. NFE should be dovetailed to TLCs in order to reach out to girls in the 10-20 age group.

1.7.5 Programmes for continuing education should be designed to ensure that neo-literates and school-going girls have access to reading materials. If necessary, books and magazines should be made available to women in their hamlets. The medium of radio will be utilised to sustain enthusiasm and motivation.

1.7.6 Efforts should be made to coordinate the different vocational schemes both within the formal system and those initiated by the other Departments/Ministries. P - 5

#### **8. Women's Access to Vocational, Technical and Professional Education and Existing and Emergent Technologies**

1.8.1 Improvement of girls' access to technical, vocational and professional education requires a national programme to introduce and strengthen Science and Mathematics teaching in all girls schools. A special scheme will be designed to meet the shortfall of Science and Mathematics teachers in girls schools. Serious efforts should be made by the Centre and State planners, curriculum developers and administrators to consciously encourage participation of girls in non-traditional and emergent technologies at all levels. Guidance and counselling for girls should be undertaken as a necessary precondition to encourage participation.

1.8.2 Women's access to technical education will be improved qualitatively and quantitatively especially in rural areas. Women's ITIs and Polytechnics and women's wings in general Polytechnics and ITIs will be revamped with a view to diversify disciplines, trades and courses to encourage participation in new and emerging technologies.

1.8.3 Information about credit, banking, entrepreneurial abilities will be developed in technical and vocational institutions. The apprenticeship scheme will be strengthened to increase the coverage of women.

#### **9. Media**

1.9.1 The electronic, print and traditional media will be used to create a climate for equal opportunities for women and girls. It will thus play a complementary and supportive role in awareness generation, dissemination of information and communication. Given the fact that almost all rural areas are covered by radio, special efforts will be made to utilize this medium to reach out to women.

#### **10. Management Structure at Centre and State Level**

1.10.1 Women's cells should be set up forthwith in all Central and State agencies concerned with curriculum development, training and research.

1.10.2 A Monitoring cell will be set up within the Planning Bureau of the Department of Education, Ministry of Human Resource Development. Similar units in the states should take responsibility for monitoring and evaluating progress.

1.10.3 A high level Inter Ministerial Committee will be constituted by the Department of Education, MHRD to

- (i) review implementation of POA on a continuing basis;
- (ii) advise the government on policies and programmes related to girls education; p-6
- (iii) activate planning mechanisms in consultation with each other to ensure provision of essential support services that will enhance girls' and women's participation in education.

1.10.4 Similar committees will be constituted at the State level. P - 7

## II. Education of Scheduled Castes and Scheduled Tribes and Other Backward Sections

2.1.5 A number of Centrally Sponsored Schemes are being continued in the 8th Five Year Plan (1992-97) for SCs, STs and other backward sections. These are (i) Post-matric scholarships; (ii) Grant-in-aid to voluntary organisations; (iii) Pre-matric scholarships for children of those engaged in un-clean occupations; (iv) Book banks; (v) Boys' and Girls' Hostels; (vi) Coaching and allied schemes. In addition to these, two schemes in the central sector have also been approved, viz., (i) special educational development programme for girls belonging to SCs of very low literacy levels, and (ii) educational complex in low literacy pockets for development of women's literacy in tribal areas. These programmes are in addition to the special thrust given to the weaker sections in addition to the special thrust given to the weaker sections in the general programmes for educational development like opening of schools, running of Non-Formal Education (NFE) centres and adult education centres, schemes of Operation Blackboard, upgradation of merit of SC/ST students, reservation in educational institutions, etc.

### 2 Elementary Education

2.2.1 Taking into account the experience gained in the implementation of NPE, 1986 and POA, the following strategies are proposed

#### (A) Access and Enrolment

2.2.2 In order to ensure universal access and enrolment of SC children in rural areas, henceforth, in opening primary and upper primary schools priority would be given to the needs of SC habitations and hamlets. As far as possible pre-primary section will be an integral part of such schools.

2.2.3 Every Scheduled Tribe habitation will be provided with a primary school or other suitable institution before the end of the 8th Five Year Plan in order to ensure universal enrolment and participation.

2.2.4 In tribal areas educational plan will be implemented in an integrated manner. Pre-school education (through Balwadis), Non-Formal Education, elementary education and adult education will be organically linked and integrated to ensure achievement of total literacy of the entire population. This integrated Educational Complex will be responsible for total education within its area serving all children in the age group 3-14 and adults in the age-group 15 and above.

2.2.5 For SC children access and enrolment will be assured primarily in the formal school. Where SC children are not able to attend the formal school provision for non-formal and distance education centres will be made to ensure universal access and enrolment.

2.2.6 It will be the responsibility of the teachers to organise drives at the beginning of every academic session to enrol all school-age children specially girls belonging to SCs, STs and other backward sections. For this purpose active assistance of voluntary agencies and local communities shall be taken.

Traditional and folk media can be very effective in reaching parents and children in remote areas to motivate them.

#### (B) Participation

2.2.7 Adequate incentives will be provided for the children of SC, ST and other backward sections in the form of Scholarships, Uniforms, textbooks, stationery and mid-day meals.

2.2.8 All schools, NFE centres and pre-school centres in SC/ST habitations will be equipped with necessary and essential infrastructural facilities in accordance with the norms laid down for Operation Blackboard and for achieving Minimum Levels of Learning (MLL).

2.2.9 Operation Blackboard shall cover within a period of two years all schools in tribal areas and Hanjan Bastis irrespective of the date on which the school was set up.

2.2.10 The indigent families among SC/ST will be given incentives to send their children, particularly girls, to schools

#### *(c) Achievement*

2.2.11 Children from tribal communities will be taught through the mother-tongue in the earlier stages in primary school. Teaching/learning material in the tribal languages will be prepared providing for a transition to the regional language by class III.

2.2.12 The home language of children of SC/ST may be different from others. Therefore, standard teaching/learning material will be re-written to make them intelligible to the SC/ST children especially in areas where the standard language and the learners' dialect are different.

2.2.13 It will be ensured that MLL already set-up for primary schools will be achieved, that the necessary standards of R. 3/- are acquired by all children in SC/ST communities. Effective methodologies for measurement of MLL will be implemented. P-9.10

### **3. Adult Education**

2.3.1 Adult education programmes will be an integral part of educational micro-planning in all tribal areas

2.3.2 Under the total literacy campaign SC and ST populations will be the major focus for achieving total literacy. Special attention will be paid to adult illiterate women.

2.3.3 Adult education programmes for SCs/STs will essentially be programmes of empowerment. Special and relevant curricula and materials shall be prepared for this purpose as a crash programme.

2.3.4 Post-literacy centres will be set up in SC/ST areas where literacy campaigns have been carried out in order to provide facilities for continued literacy for adult neo-literates specially women.

### **4. Incentives**

2.4.4 Residential facilities will be provided for SC/ST students preparing for competitive examinations

2.4.5 Additional scholarships will be provided for SC/ST girl students in the secondary and senior secondary classes. Special coaching and remedial courses will be organised for SC/ST girl students.

### **5. Reservations**

2.5.1 Implementation of reservation will be monitored at all levels and failure to adhere to the same will be made punishable.

2.5.2 Reservation in recruitment of teachers from SC/ST communities will be ensured in all educational institutions. P-10.11

#### **6. Teachers and their Training**

2.6.1 Where teachers are not available in schools located in SC/ST localities, crash programmes for giving suitable training to eligible persons from SCs/STs will be started. The eligible amongst them will be appointed as teachers in the schools.

2.6.2 Specified teacher training institutions such as DIETs will be identified for training of SC/ST teachers on a large scale.

2.6.3 In order to encourage SC/ST students to become teachers special courses integrating secondary, senior secondary and professional training will be devised. This will encourage such candidates to opt for the teaching profession from an early stage and get adequate training as teacher.

2.6.4 Wherever possible husband-wife teams will be posted as teachers in tribal areas. This will ensure high participation by such teachers in school education

## 7. Additional Measures

2.7.2 Education in tribal areas should be linked with outdoor activities. Many tribal children excel in sports, games and other out-door activities. Such talent must be identified and nurtured. Adequate coaching will be provided at early stages so that these talented sportsmen and women can participate in sporting activities and competitions. Scholarships will be provided for such students paying special attention to their dietary requirements.

2.7.3 There is need for improvement in the standards of hostels for SC/ST students. Special attention has to be paid to the nutritional need of the students. As far as possible hostels concerned in or around the vicinity of the school/college where the girls are enrolled and adequate security measures should be provided. Hostels should preferably be run by Non-Governmental Organisations (NGOs). P-12

## 9. Monitoring

2.9.1 In addition to the monitoring by the existing scheme, monitoring of education in SC/ST areas will be entrusted to the local community/village education committee with adequate representation of SC/ST members, specially women. The local community will take the total responsibility of planning the educational facilities in SC/ST areas.

2.9.2 In most of the States and at the Centre the incentive programmes like scholarships, mid-day meals, free uniforms, etc. and setting up of hostels and Ashram Schools for SC/ST are being implemented by the Welfare Departments, while the Departments of Education run programmes of setting up of schools, appointment of teachers, preparation of textbooks, curriculum, etc. which cater to SC/ST students as a part of the general programmes of the Education Departments. It would, therefore, be appropriate that the monitoring is done by the respective departments implementing the programmes. The Joint Monitoring System developed for this purpose by the Ministry of Human Resource Development, Ministry of Welfare and Planning Commission will be taken up earnestly.

2.9.3 In some States, educational institutions for Scheduled Tribes are being run by agencies other than the Education Department. It is better that these are managed by Department of Education.

## 10. Evaluation of Schemes

2.10.1 A number of evaluation studies have been conducted on the implementation of Centrally Sponsored Schemes as well as schemes of the State Governments. For example, in the recent past, the post-matric scholarship scheme has been reviewed by the Department of Personnel and by NIEPA. Pre-matric scholarship schemes of the State Governments have been evaluated by NCERT. The Girls' Hostel scheme was reviewed by three research organisations under the scheme of evaluation of the Department of Education. Many studies have also been conducted under the programmes of assistance of Ministry of Welfare, NIEPA, NCERT, Tribal Research Institutes, etc. But there does not seem to be a proper follow up of the reports.

2.10.2 What is needed is a systematic documentation and utilisation of the findings of the reports for taking corrective action P-13-14

## 3. Minorities Education

3.4.9 Studies and surveys to be commissioned on selective basis by Research Organisations, Universities and other Central and State Agencies (Action Department of Education - Centre and States/UTs, Ministry of Welfare, NCERT, U.G.C., Planning Commission, ICSSR).

3.5.1

iv. Orientation programmes for principals/managers and training programmes for teachers of minority educational institutions taken up by NCERT/NIEPA to be intensified (Action: NCERT/NIEPA) P-23

(x) Women's Community polytechnics should be set up in minority concentration areas on priority basis (Action Deptt. of Education - Centre and States/UTs). P-24

3.5.2

(ix) There is a large concentration of minorities in urban slums. A Centrally sponsored/Central Scheme



- be devised to cater to their educational, health and nutritional needs. Special infrastructure should be provided for implementing schemes of Operation Blackboard, Adult Education, Non-formal Education etc. (Action : Deptt. of Education, Ministry. HRD; Ministry of Urban Development).
- (xiv) In areas where there is concentration of the educationally backward minorities, girls hostels to be constructed in schools and colleges on a priority basis. (Deptt. of Education Centre/States, M/O Welfare and U.G.C.).
- (xv) Voluntary Organisations would be encouraged to set up ITTS in minority concentration areas. Where necessary, suitable funding would be provided. (Action : Ministry of Labour, States/UTs). P - 27

### 3.5.3 Long Term Programmes include:

#### (a) *Early Childhood Care and Education Centres*

Early Childhood Education Centres will be set up in Primary Schools in areas pre-dominantly inhabited by educationally backward minorities. Socially Useful Productive Work (SUPW) should also be introduced in such schools. The Department of Education, Ministry of Human Resource Development should prepare a scheme of assistance to State Governments in this regard. However the State Governments will be encouraged to start their own programmes in ECCE. (Action : Deptt. of Education, Ministry of HRD). P - 27

#### (f) *Women's Education*

- (i) As the women literacy and the girls enrolment is lowest among educationally backward minorities, in the schemes of opening of girls schools, appointment of lady teachers, opening of girls' hostels and providing of incentives in the forms of mid-day meals, uniforms etc. Minorities' needs should be fully met. (Action : State Govts./UT's).
- (ii) A Production-cum-Training Centre for crafts exclusively for girls preferably with women instructors to the extent possible in each of the identified minority concentration districts. (Action : State Govts./UTs).

#### (g) *Voluntary Effort in Adult Education & Early Childhood Education*

Orientation Courses for professionals from minority communities to motivate voluntary effort; attaching one centre to all minority institutions to create awareness of these schemes and to train supervisors for multiplier effect. (Action : State Govt./UTs). P - 29

## 5 Adult & Continuing Education

5.4.2 Media would be used in literacy promotion as a tool of dissemination of information, as a tool of mobilisation, motivation and sensitisation, as a tool of learning by sharing information, ideas and experiences and as a tool of social action for change. For this purpose, discussion on various aspects relating to literacy would be arranged on Doordarshan and Radio, spots and motivational films would be produced and show on TV and classes conducted through radio. Both print and non-print media, including the traditional folk arts, would be fully harnessed for disseminating the message of literacy and for creating a positive climate for literacy. P - 44

- (c) Propagation of the message of small family norm which has been yet another issue of national concern as also one of the sub-themes of all literacy campaigns would continue to be accelerated. This, alongwith other measures like importance of delayed marriage, proper spacing, changing existing social biases in favour of the male child in our society, etc. will be integrated into the content of the primer, content of materials for neo-literates, curriculum and course content of training and orientation of all functionaries, transaction of instructional lessons, evaluation, etc.
- (f) Promotion of women's equality will be a major area of focus in literacy programmes. Working towards this objective will have following implications for planning and implementation of TLCs
  - (i) Enabling the participation of women in the decision making processes of the campaign and developing organising skills.
  - (ii) Ensuring widest possible participation of women as teachers and learners in the teaching-learning process.

- (iii) Organising activities specifically designed to bring about *attitudinal change amongst men*, thereby developing a greater sensitivity towards the difficulties faced by women in Indian society. This should lead to collective action to remove such difficulties wherever possible.
  - (iv) Promoting the formation of women's organisations which will take up issues relating of women's rights
  - (v) Providing suitable avenues of gainful employment of women and ensuring their participation in every stage of the developmental process. P - 45
  - (vi) Ensuring that society as a whole is sensitised to the need to translate assurances of equality into concrete action such as payment of equal wages for equal work.
  - (vii) Designing and promoting innovative and imaginative schemes which consciously work towards women's equality and empowerment. Existing models such as a Women's Development Project (WDP), or the Mahila Samakhya concept, would be enlarged in scope and ambit, and integrated with literacy campaigns.
  - (viii) Creating structures, and facilitating mechanisms by which the concept of women's equality and gender justice is integrated at all levels with the work of the Saksharta Samitis be it in training, content or participation.
- (g) An important and positive fallout of the campaigns is that parental demand for enrolment and retention of children in the formal school system has increased manifold. Endeavour would be made to positively respond to such demand by opening new schools, adding rooms to the existing school buildings, appointing additional teachers and arranging their orientation and training and improving the operational efficiency of the delivery system so that it can absorb the growing demand. Simultaneously efforts would be made to provide appropriate and need based non-formal education to working children in 9-14 age group so that they do not, after reaching adulthood, add up to the ranks of illiterate adults. For this purpose, an effective linkage would be established with programmes/activities related to UEE, including NFE.
- (h) Messages of basic health care and programmes formulated thereunder, both protective, curative and preventive with special emphasis on health care programmes for women and children, would be integrated into the content and process of campaign materials, training, environment building, actual teaching learning phase, etc. in the same manner as small family norm, conservation of environment and women's equality. P - 46

## 6. Early Childhood Care and Education

### 1. The Present Situation

6.1.1 The National Policy on Education (NPE) has given a great deal of importance to Early Childhood Care and Education (ECCE). It views ECCE as a crucial input in the strategy of human resource development (HRD), as a feeder and support programme for primary education and as a support service for working women of the disadvantaged sections of the society. P - 55

### 2. Targets and Phasing

6.2.1 The aim of ECCE is that every child should be assured access to the fulfilment of all basic needs. As such efforts will be made towards universalisation of ICDS by A.D. 2000. By the end of the Eighth Plan, 3.75 lakh Anganwadi centres would be established and by A.D. 2000 seven lakh Anganwadi centres. Anganwadis will be gradually converted into Anganwadis-cum-cresches. By the end of Eighth plan, 25 per cent of Anganwadis will be converted into Anganwadis-cum-cresches. Qualitative improvement of ongoing ECCE programmes would receive high attention. New cost-effective designs of ECCE will also be encouraged and supported. P - 56

6.5.1 Initiating a two-year vocational course in ECCE at +2 level with the objective of creating basic skills which can later be adopted through job training for specific situations; P - 62

Girl child focus to be sharpened

- (vi) Coordinating the timings of ICDS Anganwadis with the primary schools wherever possible

## 7. Elementary Education

### 4. Revised Policy Formulations

7.4.1

- (iii) It was specifically laid down that at least 50 per cent of the teachers recruited in future should be women

7.3.6 A positive externality, rather unanticipated, of the Total Literacy Campaigns, has been that in many districts covered by the campaign there has been an upsurge in the demands for primary education. In quite a few districts "out of school" children in the age group 9-14 was covered by the campaigns. Further, in these districts the awareness generated among parents is leading to better participation of children in primary schools. This happy experience has reconfirmed the need to pay more attention to the "demand side" in strategies for achieving UE and highlighted the need for a disaggregated approach to the problem of UEE whereby districts, not States, and specific disadvantaged groups—the girls of SCs and STs—should become the basis for future planning.

7.3.9 CABE considered the failure to universalise elementary education and literacy as not only of a question of lack of resources but also of systemic deficiencies. The additional resources that may be available under external assistance should therefore, be used for educational reconstruction which should go beyond the conventional measures such as opening new schools, construction of school buildings and appointing teachers. It is necessary to adopt a holistic approach, and to address

- (i) the educational needs of the working children, girls and disadvantaged groups, and
- (ii) issues of content, process and quality.

### *disaggregated Target Setting and Decentralised Planning*

7.4.2 In the 8th Plan, the strategy for UEE envisages adoption of disaggregated target setting and decentralised planning. An analysis of the educational indicators reveals that within each State, even in the educationally backward ones, there are areas and districts which are almost within reach of universalisation, while even in the educationally advanced States there are districts which are still quite backward. The attempt would be to prepare district-specific, population-specific plans for UEE within the broad strategy frame of Microplanning through people's participation and introduction of Minimum Levels of Learning (MLL) in schools to improve learner achievement. Microplanning will provide the framework for universal access and universal participation while MLL would be the strategy frame for universal achievement.

7.4.3 In order to reduce disparities a disaggregated approach will be adopted through district planning by classifying districts into four categories:-

- (i) High literacy districts in which access and enrolment are almost universal and community awareness for education is already high;
- (ii) total literacy campaign districts in which community mobilisation for educational needs has been successfully generated by the National Literacy Mission;
- (iii) low literacy districts in which the provision of education facilities is unsatisfactory and the delivery system functions without any community involvement; and
- (iv) externally assisted project districts with a different management structure and sufficient financial support.

7.4.4 The strategies with regard to access, participation, achievement, environment building, community participation, etc. will be different for the four categories of districts.

7.4.5 Under this broad strategy of district planning and based on the experience gained in implementation of NPE, and the RPF, the following strategies are proposed:

- (i) Adoption of alternative channels of schooling like voluntary schools and NFE centres for those who cannot avail of conventional full-time schooling.
- (ii) Microplanning through involvement of teachers and the community in order to design and implement a family-wise, child-wise plan of action for universal access/enrolment and participation.

- (iii) Making parents aware about their responsibility for ensuring the completion of elementary education by their children and for providing at home the facilities and encouragement needed for this purpose.
- (iv) establishment of linkages between programmes of pre-school and primary education, and between programmes of literacy and UEE, in total literacy campaign districts
- (v) Improvement of school facilities through revamped Operation Blackboard and connecting it to MLL strategy. It will also be extended to upper primary stage.
- (vi) Decentralization of educational management for making the schools function so as to ensure universal enrolment, retention and achievement.
- (vii) Introduction of MLLs at primary and upper primary stages including coverage of the non-formal education channel. P - 71
- (viii) Revision of process and content of elementary education to make teaching-learning child centred, activity based and joyful.
- (ix) Introduction of continuous and comprehensive evaluation with focus on remedial measures.
- (x) Modification of teacher training programmes in view of changed strategies and programmes.
- (xi) Improvement of the monitoring system for UEE.
- (xii) Launching a National Mission to achieve the goals envisaged in the revised policy.

7.4.6 Further efforts would be made to develop district specific projects, with specific activities, clearly defined responsibilities, definite time-schedule and specific targets. Each district project will be prepared within the major strategy framework and will be tailored to the specific needs and possibilities in the district. Apart from effective UEE, the goals of each project will include the reduction of existing disparities in educational access, the provision of alternative systems of comparable standards to the disadvantaged groups, a substantial improvement in the quality of schooling facilities, obtaining a genuine community involvement in the running of schools, and building up local level capacity to ensure effective decentralisation of educational planning. That is to say, the overall goal of the project would be reconstruction of primary education as a whole in selected districts instead of a piecemeal implementation of schemes. An integrated approach is more likely to achieve synergies among different programme components.

## 5. Provision of Universal Access

7.5.1 Existing schemes will be suitably modified and measures will be taken to incorporate the new policy formulations.

### a) Formal Schooling

7.5.2 New primary schools according to the norms, will be opened in unserved habitations. NFE centres will be opened in smaller habitations and for children who cannot benefit from the school system. In addition, a new scheme of Voluntary Schools will be launched to achieve universal access for children in different areas.

7.5.3 *Primary Schools* : In 1986, it was estimated that there were approximately 32,000 habitations with a population of 300 or more that required primary schools. Though many new schools have been opened, new habitations have also come into existence, and it is estimated that 35,000 new schools will be required. These schools will be opened by the State Governments following the norms specified under Operation Blackboard. P - 71, 72

7.5.4 *Upper Primary Schools* : In order to increase enrolments at the upper primary stage, the infrastructure at this stage will be expanded. The existing norm of providing an upper primary school within 3 km. walking distance is generally inconvenient for girls. This norm will be relaxed and the new ratio between primary and upper primary schools will be 2:1. Action will be taken in the next 5 years to upgrade every second primary school to the upper primary level. It will be primarily the responsibility of the State Governments to observe this norm for school-mapping.

7.5.5 In order to achieve UEE the school system will have to cater to about 18 crore children. This calls for increasing the number of teachers from the present 27 lakhs to 45 lakhs based on the teacher pupil ratio of 1:40. The increase in student population would also require an additional 11 lakh class rooms to be built in the next 7 years.

(b) *Scheme of Voluntary Schools*

7.5.6 A new scheme of Voluntary Schools will be launched to cater to the needs of neglected, hilly, unbal and difficult areas where there is no provision of schooling. This scheme will enable voluntary agencies to conduct schools for UPE/UEE and simulate community participation in planning and conducting schools in a locally appropriate manner.

7.5.7 The Voluntary Schools would be organised to serve all school children in a given village/habitation. Areas would be well defined with a population of not less than 150 so that the Voluntary School has at least a minimum of 30 children. Voluntary Schools would be expected to complete primary/elementary education of the required level in a specific period adequate for the pupils to master the curriculum. Learners enrolled in the Voluntary Schools may appear as external students for entry into any class of full-time formal school. Local teachers will be appointed to run the schools and adequate training will be provided to them. Supervision of the Voluntary Schools would be the responsibility of the Village Education Committee (VEC)

7.5.8 A system of monitoring and evaluation will be designed by the grant-giving agency to periodically evaluate the work of the school on the basis of five main criteria—enrolment, attendance, retention, achievement of minimum levels of learning and community involvement.

7.5.9 Central assistance will be given to the eligible Voluntary Agencies to run the schools.

(c) *Programme of Non-Formal Education*

7.5.10 In order to strengthen the NFE Scheme the following strategies will be adopted:

- (i) Provision of NFE centres will be based on the Microplanning exercise carried out for UEE. NFE centres will invariably cater to the needs of children, especially girls, who are not able to or who cannot attend the formal school.
  - (ii) Vocational and technical courses of wide variety will be provided for children and youth who pass out of the Non-Formal stream. Shramik Vidyapeeth and Voluntary agencies will be involved in this process.
  - (iii) Voluntary agencies will be encouraged to undertake projects of NFE, especially in areas where the formal school system is not able to meet the demands of UEE.
  - (d) assistance to academic institutions and voluntary agencies for taking up innovative projects and research and evaluation activities in the field of non-formal education on 100% basis. P - 72, 73
- (d) *Microplanning*

7.5.13 Microplanning is a process of designing "a family-wise and child-wise plan of action" by which "every child regularly attends school or NFE centre, continues his/her education at the place suitable to him/her, and completes at least 8 years of schooling or its equivalent at the non-formal centre." A revenue village would be ideal for specific planning; however, microplanning for UEE may be carried out at the Block, Taluk, District levels. Within area the steps by which this micro level planning will be operationalised are :

- (v) Ensuring that all children, specially girls and SC/ST children, regularly and actually participate in elementary education.

7.5.16 Microplanning will be made operational in about 20 project areas on an experimental basis during 1992-93. Based on the experience gained during the course of implementation it will be expanded to cover about 100 districts during the 8th Plan. In due course the entire country will be covered, thus ensuring universal access and enrolment, and universal retention. P : 74

(c) *Operation Blackboard*

- (iii) Expanding OB to upper primary schools to provide (a) at least oneroom for each class/section (b) a Headmaster-cum-office room, (c) separate toilet facilities for girls and boys, (d) essential teaching learning equipment including a library, (e) at least one teacher for each class/section and items, consumable and minor repairs, etc

## 8. Secondary Education

### 2. Policy Change

8.2.1 The Revised Policy Formulations take note of the increased demand for secondary education and go beyond NPE1986 by calling for a planned expansion of secondary education facilities all over the country. Secondly, they call for higher participation of girls, SCs and STs, particularly in science, vocational and commerce streams. Thirdly, they call for reorganisation of Boards of Secondary Education and vesting them with autonomy 'so that their ability to improve the quality of secondary education is enhanced. Fourthly, they envisage that effort will be made to provide computer literacy in as many secondary level institutions as possible so that children are equipped with necessary computer skills to be effective in the emerging technological world.

### 3. Broad Parameters of the Strategy Envisaged

#### 8.3.1 They include :

- Extending access to secondary education by setting up new schools in the unserved areas and by extending and consolidating the existing facilities, with particular emphasis on ensuring substantially increased enrolment of girls, the SCs and the STs. P - 84

### 4. Widening Access to Secondary Education

- (ii) As a medium and long term measure, the programme of school mapping in each State for locating schools on the basis of clearly defined norms and standards will be revised. This exercise, to be carried out by NIEPA in collaboration with educational authorities in the States, will be completed by the end of 1994 and a programme to fully serve the unserved areas will be completed by 2000 A.D. In this exercise the educational needs of girls, SCs and STs would receive special consideration.
- (iii) The States/UTs will be urged to formulate a special enabling plan to ensure increase in enrolment of girls, the SCs, the STs and other educationally backward sections. Necessary guidelines to formulate the plan/mechanism will be developed by the NCERT in consultation with the education authorities of the States/UTs.
- (iv) The educational needs of those who find it difficult to attend full-time school and for the working people who have missed the secondary school will be met by extending and strengthening the Open School system.

## 9. Navodaya Vidyalayas

### 1. Present Situation

9.1.3 The Navodaya schools largely are intended to cater to rural talented children (for whom 75% seats are reserved) with reservation for SCs and STs. This social objective has been achieved to a great extent. In the Navodaya Vidyalayas, 77.45% of the students are from rural areas; 20.35% from SCs and 10.76% from STs. Girl students are 28.44% of the student population as against the target of 33%. An important feature of the scheme is the migration of a proportion of the students from one region to another, promoting national integration by providing opportunities to talented children from different parts of the country to live and learn together p . 95

## 10 Vocational Education

### (iv) Vocational Educational Programmes for Special Groups and out of School Population

10.4.9 The tribal and rural population do not have adequate access to school education, vocational courses in schools or vocational/technical training schools/institutions. There is also a paucity of vocational courses/institutions to cater to the women population whose earning power could be considerably augmented through vocational training. Handicapped and disabled persons form another significant section of the society who have at present practically no avenues to acquire suitable productive skills to make their living more meaningful and self reliant. In addition, there is a large student population which does not go beyond class VIII and who need to be provided some skill training

10.4.10 Vocational training programmes of non-formal nature are being organised by various Departments/organisations like the Department of Rural Development, Department of Women and Child Development, Ministry of Welfare, ICAR, KVIC, Central Social Welfare Board, Community Polytechnics, Shramik Vidyapeeths, Jan Shikshan Nilayams, etc. While these organisations would continue with their effort to provide non-formal vocational training groups, the Department of education under the Vocational Education Programme would concentrate on organising non-formal vocational education and training programmes for school dropouts in the age group 14-18 years who had completed class VIII but had not gone beyond class x

10.4.11 It is also felt that all polytechnics, engineering colleges and other vocational and technical training institutions should organise short-duration non-formal vocational training programmes. The concerned Ministry/Department/organisation as well as the States/UTs should earmark funds and provide financial assistance to these institutions for this purpose.

10.4.12 The Ministries of Welfare and Labour are already organising some vocational training programmes for the handicapped. They would intensify their efforts. The Department of Education would also encourage voluntary organisations working in this area. The CIVE will also provide support to vocational training programmes for the handicapped through teacher training materials and other resources. P - 113

10.4.13 The involvement of girls in the vocational education programmes is crucial. Under the Centrally Sponsored Programme at +2 level, girls have equal access to vocational courses as the boys. Efforts should be made by the State/UTs to consciously encourage the participation of girls in the non-traditional and emergent technologies. The non-formal vocational programmes with emphasis on entrepreneurship should be specially geared to the needs of the out-of-school girls. Facilities for guidance should be made available.

### (vi) Vocational Education for Special Areas

10.4.14 Separate vocational schools are proposed to be set up in the rural areas and in the North Eastern States where it is not viable to start vocational courses in general educational institutions. As and when these vocational schools are established they would also run short duration non-formal vocational training programmes for special groups and out of school population.

(vii) *Assistance to Voluntary Organisations for Experimental/Innovative Programmes and Short Term Vocational Courses*

10.4.15 The centrally sponsored scheme of Vocationalisation of secondary education envisages the role of voluntary agencies for conducting innovative programmes in the field of vocational education and provides financial assistance to selected agencies for this purpose. However, since the scheme was launched in 1987-88 only a few voluntary organisations could avail the assistance provided under the scheme. This was mainly because the scope was limited and assistance restricted to programmes of "innovative character". It was therefore felt that, to mobilise greater involvement of the voluntary organisations in the vocational education programme, the scope and objectives of the scheme should be widened and the details of the facilities offered to voluntary organisations be made available separately. Accordingly a Scheme of Assistance to Voluntary Organisations is now being formulated.

10.4.16 The overall aim of the scheme is to promote non-formal vocational education through NGOs for achieving the goals spelt out in the NPE. The specific objectives of the scheme are to provide financial assistance to the voluntary organisations for :

- Innovative/experimental projects.
- short-term training programmes of vocational education preferably in backward/rural areas and particularly girls of the age groups of 14-18 years who have dropped out of the school before completing class X.
- Organising special vocational training centres in rural areas where no institution/organisation is available to start non-formal courses.
- training of vocational teachers/resource persons
- other activities connected with the vocational education

10.4.17 States/UTs would have the primary responsibility <sup>to</sup> enlist the voluntary organisations for implementing the scheme. The NCERT should prepare the syllabus, curricula instructional material for more short-term courses P - 114

#### 14. Technical Education for Women

15.14.1 Opportunities for Technical Education for women at all levels will be suitably increased. Additional polytechnics for women will be established under the World Bank assisted Technician Education Projects, and concerted efforts will be made to increase the proportion of girls enrolling in polytechnics and engineering courses. Adequate hostel facilities will be provided to the girl students in technical and management institutions. Guidance seminars for girls at the 10+2 stage will be organised through the State Governments, Boards of Apprenticeship Training and other selected institutions to make them aware of opportunities in technical education and the potential for employment and self-employment. p-151



## 22 Teachers & Their Training

### 3. Teachers and Their Role

22.3.1 While some of the problems being faced by the teaching community have financial implications, many of other problems can be solved through non-monetary inputs and by a planned, systematic and sympathetic approach. Lack of clarity of purpose and interplay of various extraneous factors have often been instrumental in teachers not getting their due place and status. This has also led to lack of teacher accountability and diminished teacher effectiveness.

22.3.2 Keeping in view the financial constraints of various State Governments and their own policies, States will be encouraged to develop their own POAs especially with regard to matters like pay and allowances to teachers, other working conditions, norms for transfers and postings, removal of grievances, participation of teachers in the educational process, recruitment of teachers and the role of teachers' associations.

22.3.3 The primacy of the role of teachers in the educational process, their active participation at all levels of management, special measures for the teachers from the disadvantaged sections like women, SCs/STs, etc., provision of facilities similar to other government employees and fair and transparent working conditions and justice to them will be the guiding principles of any such POA. Efforts will also be made to ensure that the benefits of the existing schemes for women and other weaker sections are passed on to the teachers from these groups to the maximum extent possible. P - 209

22.3.4 To help the existing weak educational administration in expeditious disposal of personnel matters of teachers. Use of computers available under other educational programmes, wherever possible, will be made.

22.3.5 Norms for accountability of teachers will be laid down with incentives for good performance and disincentive for non-performance. The NCERT will complete this task in respect of school education within one year. Assessment of teachers will be made on the basis of their comprehensive performance appraisal and their continuous education and improvement.

22.3.6 Responsible teachers' associations are necessary for the protection of the dignity and rights of teachers and also for ensuring proper professional conduct of teachers. Code of professional ethics should be evolved and adopted by all concerned within a year. P - 120

## 23 Management of Education

- (iv) At least 50% of the teachers appointed will be women. This will have a positive impact on girls enrolment and retention.

### 2. Decentralisation and Involvement of People

23.2.1 The NPE and POA have emphasised the importance of decentralising planning and management of education at all levels and involving people in the process. Decentralisation implies democratic participation by elected representatives of people in decision-making at the district, sub-district and Panchayat levels. In pursuance of the POA provision the State government have been taking steps to set up structures for decentralised planning and management. The future course of decentralisation would be influenced to a great extent by the proposed Constitution Amendment (Seventy-second) Bill, 1991; they would have to be finalised after the Bill is enacted.

(a) *The Constitution (Seventy-second) Amendment Bill, 1991*

23.3.1 The Constitution (Seventy-second) Amendment Bill of 1991 on Panchayati Raj institutions envisages introduction of democratically elected bodies at the district, sub-district and panchayat levels. These bodies will be responsible for the preparation of plans for the economic development and social justice. The Bill provides for representation of women, scheduled castes and scheduled tribes

23.3.2 The proposed Eleventh Schedule of the Constitution provides, among other things, for entrusting to Panchayati Raj bodies of :

"Education including primary and secondary schools, technical training and vocational education, adult and non-formal education, libraries, and cultural activities".

The subjects closely allied to education, namely, health, welfare, women and child development are also to be entrusted to the Panchayati Raj bodies.

(b) *State Legislation*

23.3.3 The Panchayati Raj Bill is an enabling legislation. The states are to frame their own legislation in their turn. The states would need to draw up appropriate legislations which, among other things, must provide for Panchayati Raj Committees for Education.

(c) *District Level Body*

23.3.4 Within this legislation a district-level body may be set up with the responsibility for implementation of all educational programmes including non-formal and adult education, and school education up to the higher secondary level. The district body will provide for representation of educationists, women, youth, representatives of parents, scheduled castes/scheduled tribes, minorities and appropriate institutions in the district. Representation may also be provided for urban bodies

P - 212

and cantonments which organise educational activities. The district body will also be vested with the responsibility for planning which would include, inter alia, area development, spatial planning, institutional planning, administrative and financial control and personnel management with respect to primary, middle, secondary and higher secondary schools and other educational programmes. Implementation of different educational programmes at the district level will be supervised and monitored by the body. The district educational plans will also go into the levels of participation and retention of boys and girls under different age-groups by socio-cultural and economic categories, particularly SC & ST, and plan for measures for ensuring physical infrastructure, equitable access as well as qualitative aspects of education.

4. *Involvement of Voluntary and Non-governmental Agencies*

23.4.1 The successful implementation of programmes like elementary education including non-formal education, early child-hood care and education, adult education, education of the disabled, etc. Will require people's involvement at the grassroot level and participation of voluntary agencies and social activist groups on a much larger scale. Considering the need for ensuring relationship of genuine partnership between the government and voluntary agencies, the government will take positive steps to promote their wider involvement. Consultations will be held with them from time to time about programmes and procedures for selection for financial assistance will be streamlined to enable them to play optimal role

23.4.2 It would be desirable for the state governments to develop specific action plan for entrusting selected programmes of educational development to voluntary agencies and non-governmental organisations. They could be used to supplement effectively the on-going programmes to enhance their quality and impact. They should be allowed to function in a congenial and supportive atmosphere. It is expected that appropriate indices of accountability in terms of performance would be evolved in consultation with the voluntary organisations and NGOs P - 213

## National System of Education

3.1 The Constitution embodies the principles on which the National System of Education, is conceived of

3.2 The concept of a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. To achieve this, the Government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the Common School System recommended in the 1968 Policy.

3.3 The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break-up of the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School. Efforts will also be made to have the +2 stage accepted as a part of school education throughout the country.

3.4 The National System of Education will be based on a national curricular framework which contains a common core along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values

3.5 India has always worked for peace and understanding between nations, treating the whole world as one family. True to this historic tradition, Education has to strengthen this world view and motivate the younger generations for international cooperation and peaceful co-existence. This aspect cannot be neglected

3.6 To promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. *Besides, awareness of the inherent equality of all will be created through the core curriculum.* The purpose is to remove prejudices and complexes transmitted through the social environment and the accident of birth.

3.7 Minimum levels of learning will be laid down for each stage of education. Steps will also be taken to foster among students an understanding of the diverse cultural and social systems of the people living in different parts of the country. Besides the promotion of the link language, programmes will also be launched to increase substantially the translation of books from one language to another and to publish multi-lingual dictionaries and glossaries. The young will be encouraged to undertake the rediscovery of India, each in his own image and perception.

3.8 In higher education in general, and technical education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit, regardless of his origins. The universal character of universities of other institutions of higher education is to be underscored

3.9 In the areas of research and development, education in science and technology, special measures will be taken to establish network arrangements between different institutions in the country to pool their resources and participate in projects of national importance



## **Fifty Years of Women's Development in India: The Unfinished Agenda**

Usha Nayar

Fifty years is a small period in the life of a five thousand year old society with strong social, cultural and mythological traditions marked by immense diversities and disparities and a history of crass discrimination based on caste, class and gender. Yet these fifty years are important when they mark the golden jubilee of a country's independence from alien rule of several centuries. It is time for rejoicing and celebrations and it is also time for reckoning, of promises made to ourselves, tasks finished and unfinished. Women of India have yet to come into their own as equal members and citizens of a socialist, secular, democratic republic that is committed to secure to all its citizens

- \* Justice, social, economic and political;**
- \* Liberty of thought, expression, belief, faith and worship;**
- \* Equality of status and of opportunity; and to promote among them all;**
- \* Fraternity assuring the dignity of the individual and the unity and integrity of the nation.**

Five decades of freedom have not finished the servitude and subordination of Indian women and has not freed them from want, from hunger, illness, ignorance, from exploitation and indignities. The balance sheet needs to be prepared for promises made, for actions taken and tasks unfinished. It is not easy to undo in fifty years the damage done in five millennia but continuing to being a mere spectator from the sidelines would also be cowardice, when the rules of the game are violated and the umpires sit on high pedestals and watch and condone foul play. The agenda of women's equality and development remains unfinished. The balance sheet is based largely on official statistics. The large corpus of social evidence meticulously put together by researchers, by activists, by the socially conscious men and women exists and our insights are based on these, although it is not possible to acknowledge all studies and writings in this paper. This paper looks at the comparative situation of Indian women on the international plane as depicted in the Human Development report of 1997- one of the various exercises in Gender Audit in which hopefully a large number of scholars, activists, public personae, and the common women and men who believe in justice and fair play may already be engaged. It is not possible to be exhaustive, only a few indicators would be discussed and analysed.

### **The Policy Framework**

India has one of the most impressive set of laws for women and children/girls and yet little is known about them either by women themselves or by men. The Constitution of India not only grants equality to women and forbids any discrimination based on religion, race, caste, sex or place of birth but also empowers the state to practise protective discrimination in favour of women, children and any socially and educationally backward classes or for the Scheduled Castes and Scheduled Tribes. The Indian Parliament has enacted several new laws and changed several existing laws to safeguard the interests of women, children and other disadvantaged

sections of society. The socio economic development planning has attempted to create infrastructure and deliver basic services to the population with the goal of raising the quality of life. A large number of schemes and programmes have been initiated for women's development. Several high powered commissions and committees have been set up by the government from time to time to look into the specific interests of women and policy changes proposed. Further, India is a signatory to all major international covenants and conventions on the rights of women and children in particular, and, those referring to of all humans. It is important to note that the Constitution is only fifty years old and is superimposed on a highly stratified, inequitous social fabric of great antiquity, where the regulatory forces had rested with religion and the State. The Indian socio legal framework has, therefore, to contend with deeply entrenched customs and traditions, beliefs and practices of a largely patriarchal and feudal past and present that contributes to the continued subordination of women. We are not to forget that the bulk of the civil and criminal laws are a century old, may be well intended, but were conceived by, and meant for men, for a society which did not envision any public roles for women, and, was not particularly interested in interfering with the personal laws that sanction an uneven division of labour and resources among the two sexes.

### **Human Development and Gender**

India has unleashed economic reforms without a clear agenda for reform in the social sector which might further marginalise the rural and the urban poor who lack access to basic services and infrastructure needed for human resource development. Among these deprived groups of population, the worst hit are the women and the children. The health, education and skill deficits of these women are large, making their participation in the economy and the polity as a peripheral group, whereas, the core remains staunchly male. Women are not in institutional control, in the family, in religion and culture, in the economy and the polity. Women have always worked and contributed through income saving and income generating tasks, but the political spaces within the institutions of patriarchal family and kinship and society at large have been occupied solely by men. India has created space for women in grassroots local self government institutions, the Panchayats and the Municipalities, but not in the more powerful state legislatures and the National Parliament that remain unequivocally male bastions.

The Human Development Index (HDI) places India at 138 rank among 175 countries of the world with a life expectancy at birth of 61.3 years, adult literacy of 51.2 % (population age 15 and above), combined first, second and third level gross enrolment ratio of 56 with real/adjusted GDP per capita of 1348 (PPP\$). The HDI is based on three indicators: longevity, as measured by life expectancy at birth, educational attainment as measured by a combination of adult literacy (two thirds weight) and combined primary, secondary and tertiary enrolment ratios (one third weight), and standard of living as measured by real GDP per capita (PPP\$) (See Human Development Report 1997 for methodological details).

The Gender-related development index (GDI) rank of India is 118, an improvement over the HDI rank of 138. There has been improvement in health and education of women in India. The life expectancy at birth for women in India in 1994 was 61.4 years compared to 61.1 years for men. In high and medium human development countries women live 5 to 7 years longer than men, in France 9 years longer. Female literacy rate percent in India for population aged 15 years and above (in 1994) was placed at 36.1 compared to 64.5 for males. The male female differentials in literacy are totally obliterated or are very narrow in 64 high HDI countries which include developing countries like Barbados, Bahamas,

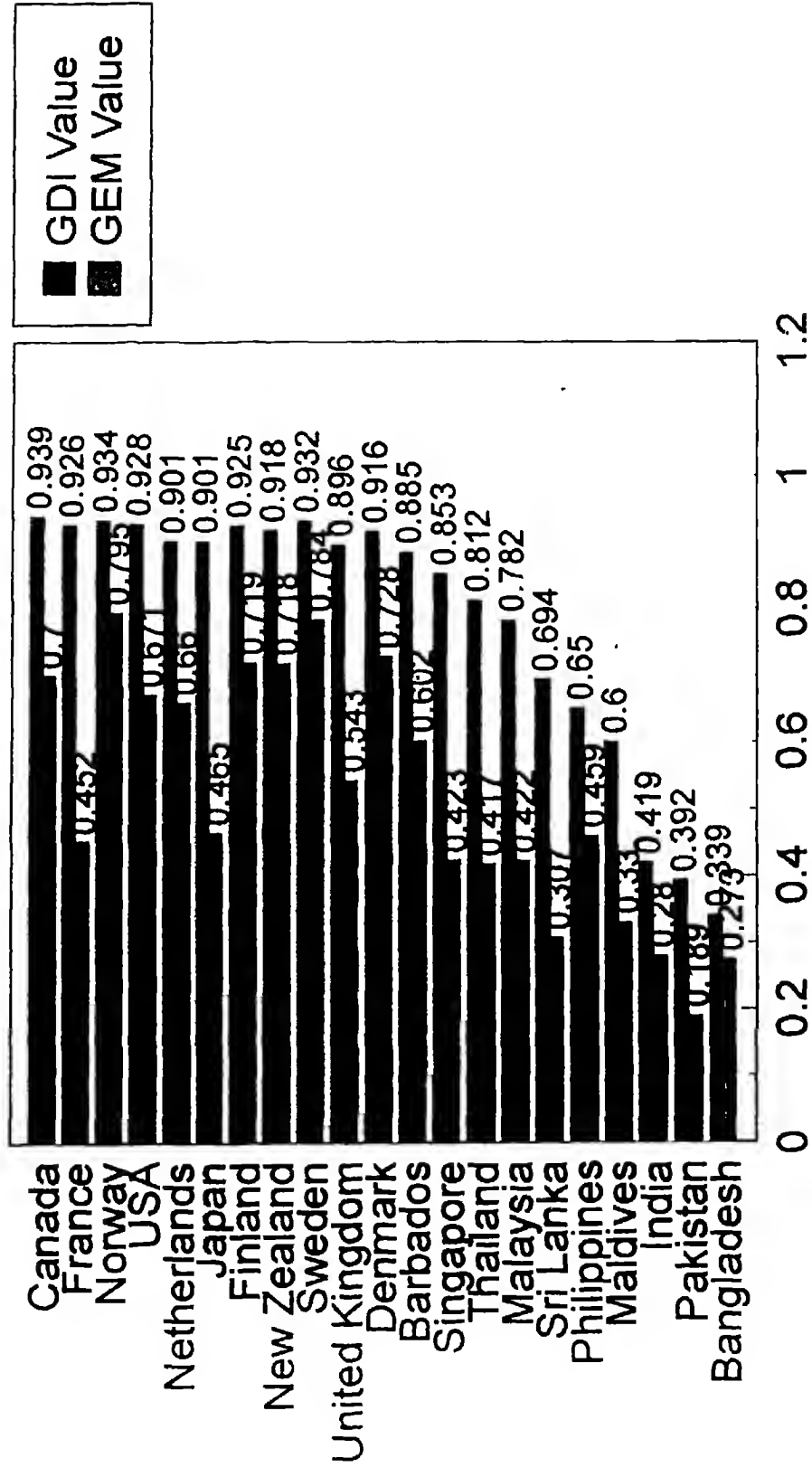
## Gender related development index: Selected Countries 1997

HDI rank	country	GDI rank	Life expectancy at birth in 1994		Adult literacy % in 1994		Combined primary & secondary gross enrolment rate in 1994		Earned income share %		GDI value
1	2	3	4	5	6	7	8	9	10	11	12
1	Canada	1	81.7	76.3	99.0	99.0	100.0	100.0	37.8	62.2	0.939
2	France	6	83.0	74.3	99.0	99.0	91.0	87.0	39.0	61.0	0.926
3	Norway	2	80.4	74.6	99.0	99.0	93.0	92.0	42.1	57.9	0.934
4	USA	5	79.5	72.8	99.0	99.0	98.0	93.0	40.7	59.3	0.928
5	Ireland	4	80.8	77.4	99.0	99.0	81.0	82.0	42.0	58.0	0.932
6	Netherlands	11	80.2	74.3	99.0	99.0	88.0	93.0	33.5	66.5	0.901
7	Japan	12	82.8	76.6	99.0	99.0	77.0	79.0	33.9	66.1	0.901
8	Finland	7	79.9	72.4	99.0	99.0	100.0	92.0	41.5	58.5	0.925
9	New Zealand	8	79.2	73.6	99.0	99.0	96.0	91.0	38.8	61.2	0.918
10	Sweden	3	80.9	75.8	99.0	99.0	84.0	81.0	45.1	54.9	0.932
15	United Kingdom	13	79.3	74.1	99.0	99.0	96.0	85.0	35.0	65.0	0.896
18	Denmark	10	77.8	72.6	99.0	99.0	90.0	87.0	41.7	58.3	0.916
22	Hong Kong	28	81.8	76.0	89.1	94.0	73.0	72.0	27.1	72.9	0.852
25	Barbados	17	78.2	73.2	96.6	97.9	76.0	74.0	39.5	60.5	0.885
26	Singapore	27	79.3	74.9	87.2	95.6	71.0	73.0	30.7	69.3	0.853
50	Thailand	39	72.2	66.8	90.7	95.6	53.0	53.0	37.2	62.8	0.812
60	Malaysia	45	73.5	69.0	77.5	88.2	63.0	61.0	30.2	69.8	0.782
81	Sri Lanka	70	74.6	70.0	86.9	93.2	68.0	65.0	34.5	65.5	0.694
98	Philippines	81	68.8	65.2	93.9	94.8	80.0	75.0	30.7	69.3	0.650
138	India	118	61.4	61.1	36.1	64.5	47.0	63.0	25.7	74.3	0.419
139	Pakistan	120	63.3	61.3	23.3	49.0	25.0	50.0	20.8	79.2	0.392
144	Bangladesh	128	56.5	56.3	24.3	48.4	34.0	45.0	23.1	76.9	0.339
154	Nepal	131	54.9	55.8	12.8	39.7	42.0	68.0	33.0	67.0	0.321
111	Maldives	94	61.5	64.2	92.9	93.1	70.0	70.0	35.4	64.6	0.600

## Gender empowerment measure: Selected countries 1997

HDI rank	Country	GEM rank	Seats held in parliament % women	Administrators & managers % women	Prof & tech workers % women	Earned income share % to women	GEM value	GDI rank	GDI value
1	2	3	4	5	6	7	8	9	10
1	Canada	6	19.3	42.2	56.1	38	0.700	1	0.939
2	France	40	6.1	42.2	56.1	38	0.452	6	0.926
3	Norway	1	39.4	30.9	57.5	42	0.795	2	0.934
4	USA	7	11.2	42.0	52.7	41	0.671	5	0.928
6	Netherlands	10	28.4	15.0	44.2	34	0.660	11	0.901
7	Japan	34	7.7	8.5	41.8	34	0.465	12	0.901
8	Finland	4	33.5	26.4	62.3	41	0.719	7	0.925
9	New Zealand	5	29.2	32.3	47.8	39	0.718	8	0.918
10	Sweden	2	40.4	38.9	64.4	45	0.784	3	0.932
15	United Kingdom	20	7.8	33.0	43.7	35	0.543	13	0.896
18	Denmark	3	33.0	20.0	62.8	42	0.728	10	0.916
25	Barbados	14	18.4	37.0	52.1	40	0.602	17	0.885
26	Singapore	47	2.5	34.3	16.1	31	0.423	27	0.853
59	Thailand	52	6.6	21.8	52.4	37	0.417	39	0.812
60	Malaysia	48	10.3	11.9	44.5	30	0.422	45	0.782
91	Sri Lanka	70	5.3	16.9	24.5	34	0.307	70	0.694
98	Philippines	35	11.5	33.7	62.7	31	0.459	81	0.650
111	Maldives	67	6.3	14.0	34.6	35	0.330	94	0.600
138	India	86	7.3	2.3	20.5	26	0.228	118	0.419
139	Pakistan	92	3.4	3.4	20.1	21	0.189	120	0.392
144	Bangladesh	76	9.1	5.1	23.1	23	0.273	128	0.339

# GDI and GEM Rank of Selected Countries 1997





Singapore, Hongkong (now in China), Republic of Korea, Thailand and Malaysia among others and even among medium HDI countries like Sri Lanka and the Maldives. In Maldives, female literacy rate is higher than that for males. The combined first, second and third level gross enrolment ratio for girls in India during 1994 were 47.0 compared to 63.0 for boys, this ratio being 100 % for both boys and girls in Canada that remains number one in ranks on HDI and GDI, and the male female gaps are small, even tilting in favour of females in several countries such as Norway, Sweden, USA, France, Finland, New Zealand, Australia, Denmark, Barbados, Bahamas, United Kingdom, and Hongkong (China) among others. Even in Sri Lanka, a similar trend is noticed, figures being 68.0 for girls and 65.0 for boys and so for Philippines where these ratios are 80.0 for girls and 75.0 for boys.

**The Gender empowerment measure (GEM)** uses variables constructed explicitly to measure the relative empowerment of women and men in political and economic sphere of activity. This index tells us about the economic participation and contribution of women and their share in decision making. The index has a problem on two counts as regards developing countries. One, a large part of the female work is non monetised and spending time on collection of water, fodder, fuel and working on family farms and tending milch animals are considered pure labour of love, leaving little time for women for rest, personal development, care or leisure. Time use studies spell out the vital contribution of women in "use value" work as against "cash value" work done more often by men. These non monetised tasks generate energy resources for the family but costs in terms of time spent and the body calories expended by these women are rarely acknowledged and least rewarded. For want of adequate health, nutrition, water and sanitation, and above all education and skill formation, rural female productivity is low and even negative. The second equally difficult part to the index is the absence of reliable data on female earnings as 94 out of 100 women workers are employed in the unorganised sector; equal wages are assured only in government jobs and in public undertakings in India. Women are not paid a fair wage in the unorganised or in the informal sector and the private sector is pro male unless for jobs like front office management, sales, advertisement, anything where women will lend further boost as good looking shadows to the macho male image. None the less, it is important to see how India is reflected through this index in a comparative framework.

The GEM composites, female share in the national parliaments, as administrators and managers, as professional and technical workers and their share of earned income. No society treats its women as complete equals. The GEM for India has a value of 0.228 and is ranked 86th among the countries for which data was available. The highest value for GEM is in Norway (0.795), followed by other Nordic countries, Sweden (0.784), Denmark (0.728) and Finland (0.719). New Zealand (0.728) is ahead of Canada (0.700) and the USA (0.671) and Netherlands (0.660). Norway, Sweden, Denmark, Finland, New Zealand improve over their HDI ranking whereas Canada, USA, United Kingdom, France and Japan come down. France falls from number two HDI rank to the 40th position on GEM and 7th HDI rank holder Japan is placed at the 34th rank on the GEM. Some developing countries show a marked improvement over their HDI and even GDI ranking, among them, Barbados, Thailand, Malaysia, Philippines, Sri Lanka and Maldives. India, Pakistan, and Bangladesh also fare better on GDI and the GEM compared to their HDI ranking but the value of GEM is poor to say the least, and the GDI value of these countries is no consolation.

**Women in the Parliament:** The highest participation of women in the national parliament is 40.4 % in Sweden, and is high in other nordic countries, 39.4 % in Norway, 33.5 % in

Finland, 33 % in Denmark, and 28.4 % in Netherlands. New Zealand has 29.25 % women occupying the national parliament, in Australia 20.5 %, in Germany 25.5 %, in Canada 19.3 %, in the USA 11.2 %, and is as low as 6.1 % in France, 7.7 % in Japan and a modest 7.8 % in the United Kingdom. among the developing countries Barbados (18.4 %) and Trinidad & Tobago (19.4 %) have the highest proportion of women in the parliament. In Philippines, their share is 11.5 % and in Malaysia it is 10.3 %. India (7.3 %) is behind Bangladesh (9.1 %) and a little ahead of other South Asian countries, a region which gave the world its first woman prime minister and has had governments headed by women in the recent past and even now.

**Women Administrators and Managers:** Canada and France have the highest proportion of women managers and administrators i.e. 42.2 % followed closely by the USA (42.0 %), Sweden (38.9 %). Some of the other countries with more than 30 % female share in administrative and managerial categories are Barbados (37 %), United Kingdom (33.0 %), Norway (30.9 %), Singapore (34.3 %), Philippines (33.7 %), among others. In South Asia, Maldives has 14 % women in this occupational category and Sri Lanka 16.9 %, India (2.3 %), Pakistan (3.4 %), and Bangladesh (5.1 %) are poorly off, India having the lowest share of women in this category (2.3 %).

**Women Professional and Technical Workers:** Women account for 64.4 % of the professional and technical workers in Sweden, 62.8 % in Denmark, 62.3 % in Finland, 57.5 % in Norway, 56.1 % each in Canada and France, 52.7 % in the USA, 43.7 % in New Zealand, 43.7 % in United Kingdom, and 41.8 % in Japan among the developed countries. Among the developing countries, Philippines has the highest proportion of female professional and technical workers i.e., 62.7 %, followed by 52.1 % in Barbados, 52.4 % in Thailand, 44.5 % in Malaysia. In South Asia, the highest proportion of female professional and technical workers is in Maldives- 34.6 %, followed by 24.5 % in Sri Lanka, 23.1 % in Bangladesh, 20.5 % in India and 20.1 % in Pakistan.

**Earned income share:** The earned income share of women ranges from 34 % to 45 % among the developed countries and from 21 % to 40 % among the developing countries mentioned in the GEM table. In India female share of earnings is estimated at 26 %.

The above analysis shows that while income levels of the country determine in large parts the availability of basic services of education, health, housing, water, sanitation, roads and electricity making for higher levels of human development as reflected by the HDI index, countries at substantially lower levels of income have high HDI ranking such as Barbados, Singapore, Hongkong, to name some. It is heartening to note that Thailand and Malaysia are among the 64 high HDI countries and this has happened in very recent period on account of very conscious high investments in human resource development which takes into account not only education and skill development but health, housing, water and sanitation besides other necessary infrastructure. Both Thailand and Malaysia rank fairly high on GDI and even GEM. Philippines where females outnumber males in education and professional and technical occupations has a rank of 35 on GEM although it ranks 81st on GDI, and 98 on HDI. The Indian rank and values of HDI (138, 0.446), GDI (118, 0.419) and GEM (86, 0.228) should set us thinking. Poverty may be some reason for low HDI but low GDI and poor GEM are clearly indicative of the low status and poor position of women in a society.

## **HDI and GDI for Major States Of India**

\* India ranks 138 out of 175 countries for whom the Human Development Index(HDI) has been worked out by the UNDP

\* Kerala ranks first on HDI among the Indian states with an HDI value of 0.603, which is comparable to that of China. The states of Uttar Pradesh (0.348) and Madhya Pradesh (0.349) are the lowest and somewhat similar to the lowest HDI countries like Nepal, Rwanda, Madagascar, Senegal for instance

\* The Gender Related Development Index (GDI) is also the highest for Kerala (0.563) and the lowest in Uttar Pradesh (0.293) which is close to Benin in Africa. Only thirteen countries in the world have GDI lower than Uttar Pradesh and Madhya Pradesh

\* Kerala ranks 8th on State Domestic Product (SDP) in India but has life expectancy at birth of 72 years and a literacy rate of 90%. The Infant Mortality Rate (IMR) of Kerala is 16 (per 1000 live births) and is comparable with the average of fourteen industrialized countries

\* In Kerala women live longer than men. The life expectancy at birth is 74.7 years for females and 68.8 years for males in Kerala and a sex ratio (females per 1000 males) of 1068, a situation which is similar to the industrialized and even a large number of middle and low income countries with the exception of 21 countries in the world that have fewer than 95 females per 100 males in their populations. In low income Uttar Pradesh, literacy is at a low of 42%, 25% for females and 56% for males, female life expectancy at birth is to the order of 55.1 years and for the males in this state, it is 56.5 years. The sex ratio for U.P. is 917 only and the female work participation rate which is used as a proxy for female share of earnings is a low of 12.32%. Other related indicators of the status of women are also poor. For instance, the mean age at marriage for females in 1992-93 was 18.6 for Uttar Pradesh compared to 22.1 for Kerala, the Total Fertility Rate(TFR) in 1992-93 was 4.82 for U.P. compared to 2.00 for Kerala. The estimated Maternal Mortality Rate( MMR) for Kerala was 234 compared to 931 for Uttar Pradesh during 1982-86. Likewise the female mortality rate for all ages was found to be 5.2 compared to 7.5 for Kerala males in 1992; for U.P. these rates were 11.9 for males and 14.0 for females

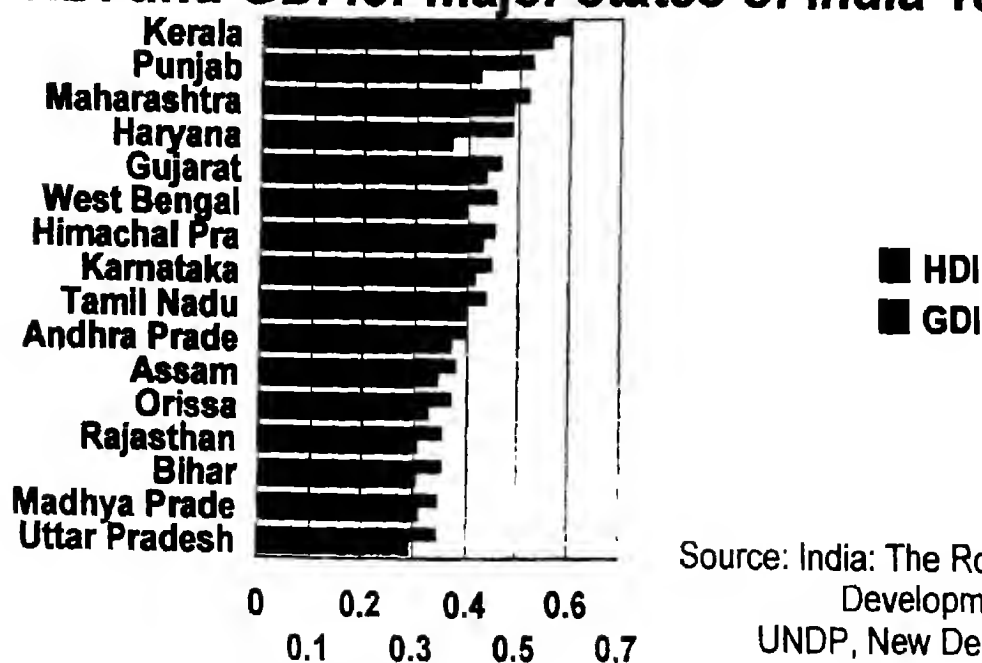
\* The highest income per capita is in the state of Punjab which ranks second on HDI is fifth on GDI where females now live slightly longer than males, the life expectancy at birth being 67.6 years for females and 65.2 years for males. The sex ratio for Punjab is 912 (1992-93); TFR at 2.92, MMR at 369; female literacy rate of 50% (compared to 66% for males); and a work participation rate of 4.40%. Haryana with the third highest SDP per capita is fourth on HDI and tenth on GDI among the major states of India. Haryana has sex ratio of 888 (1992-93), female life expectancy of 63.7 years compared to 62.5 years for males in 1992-93 (indicating better female survival rate if allowed to be born), 18.4 years as mean age at marriage for the females, TFR of 3.99, MMR at 436 and the female work participation rate of 10.76%

\* The basic message that we get is that income or affluence is not necessarily a good predictor of how resources are distributed among different groups of population and certainly not among the two sexes. The gender bias operates and continued discrimination against females results in wider gender disparities on social indicators, a movement which is now attempting to capture the distributive aspects of the material wealth of a nation to a great extent. The HDI and the

## HDI and GDI for major States of India

Name of the State	Life expectancy at birth years 1989-93	Literacy rate (7+) % in 1991	State Domestic Product (Rupees) 1992-93	Human Development Index (HDI) 1991-92	Gender Development Index (GDI) 1991-92
Kerala	72.0	80	5,678	0.603	0.565
Punjab	66.4	58	11,217	0.529	0.424
Maharashtra	64.2	65	9,795	0.523	0.492
Haryana	62.9	56	9,037	0.489	0.370
Gujarat	60.1	61	8,045	0.467	0.437
West Bengal	61.5	58	6,633	0.459	0.399
Himachal Pradesh	63.6	64	6,390	0.454	0.432
Karnataka	61.9	56	6,331	0.448	0.417
Tamil Nadu	62.4	63	6,809	0.438	0.417
Andhra Pradesh	60.6	44	5,718	0.400	0.371
Assam	54.9	53	4,973	0.379	0.347
Orissa	55.5	49	4,114	0.373	0.329
Rajasthan	56.0	39	5,086	0.356	0.309
Bihar	56.5	38	3,053	0.354	0.306
Madhya Pradesh	54.0	44	4,558	0.349	0.312
Uttar Pradesh	55.9	42	4,345	0.348	0.203
INDIA	59.4	52		0.423	0.388

## HDI and GDI for major states of India 1997



Source: India: The Road to Human Development  
UNDP, New Delhi 1997

GDI for instance give us a measure of the distribution of ,health, education and the economic resources of a population, the GEM indicates to an extent reflects the economic and political empowerment of women in a comparative framework but these do not capture indicators like the sex ratio nor incidence of violence against women for which most societies will have nothing but a shameful record The human development movement would have to broaden to include the human rights of women where it is not only living longer and becoming more literate is all that matters but where living with dignity and honour is assured, where the right to be **born**, to be free to become persons in their on right is possible

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## Notes

Note 1 The GDI uses the same variables as HDI The difference is that the GDI adjusts the average achievement of each country in life expectancy , educational attainment and income in accordance with the disparity in achievement between women and men For a detailed explanation of the GDI methodology see technical note 1 in Human Development Report 1995

Note 2 The first two variables GEM are chosen to reflect economic participation and decision making power, women's and men's percentages shares of administrative and managerial positions and their share of professional and technical jobs Separate indices are worked out for these two occupational categories and are added together The third variable, women s and men's share of parliamentary seats is chosen to reflect political participation and decisionmaking level An income variable is used to reflect power over resources The three indices - for economic participation and decisionmaking, and power over economic resources - are added together to derive the final GEM value for a country See Technical note 2 in Human Development Report 1997 for the method of computing these indices

Note 3 Both indices, the GDI and the GEM however do not capture the element of lower and declining proportion of women in India and in other adverse sex ratio countries of the Asia and Pacific region. The female life expectancy has crossed that for the males in India but the adverse and ever declining sex ratio and more particularly among the 0-6 years age group does not get reflected in the above indicators Higher female mortality does not get captured nor does the violation of their human rights and dignity gets reflected



# **Education of Girls and Women in India: Research, Action and Reflection**

Usha Nayar

## **Overview**

From philosophical analysis to empirical social sciences and finally to women's studies and gender issues, the study of women's education and the women's question offers a fascinating experience. The pre independence period beginning early nineteenth century, coterminous with the social reform movement and the nationalist struggle, can be seen as the phase of the application of the caveats of "philosophical analysis" as seen in the writings and commentaries of social and political activists who were openly committed to promoting women's education and the women's cause. Additionally, scores of official reports, charters and dispatches, not to forget the memoranda given to the British rulers by the Indian men and women, give an insight into the status of women's education in that period. The post independence period saw the birth of formal educational and social research initially dominated by the "value free" empirical social sciences (influenced by the methods of the natural sciences and later becoming "value explicit" scientific enquiries, and, finally, the participatory exercises in the discovery of knowledge and its application to the melioration of human conditions. For good reasons, women's studies and later gender studies, arrived as a part of the social sciences scene for the study of the women's question and to which women's education is central. Expectedly women's studies are increasingly influencing both the meta knowledge (concepts, theoretical positions, approaches and methodology) and the substantive knowledge produced on women, their condition, their aspirations, their struggles. Women's studies now concentrate on analysing not only the objective conditions of gender disparities and gender inequalities but focus on redefinition and restructuring of the social (gender) roles of men and women in the framework of equality. Also, women's studies are offering an alternative world view which is inclusive of women's knowledge and perspectives, and, redefines human interactions and human nature interaction to give development a human face and sustainability.

This paper is organised in three parts. Part one is devoted to the evolution of research and inquiry into the educational and social situation of women in India till date. Part two looks at the researches reported in the five educational research surveys including the recent one for the period 1988-92, also, the researches and other social evidence not captured by these surveys, the relationship between educational/social research and official policies and programmes and importantly with the women's movement and action. Part three looks very briefly at the gender gaps and indicates a suggestive framework for future research on women's education and women's issues.

## **Part I**

### **Pre Independence Period**

The concern for the education of women and girls has dominated the Indian thinking since early nineteenth century when modern (western) system of education was founded under the East India Company Charter of 1813, and in this scheme for educating Indians, women's education found no place. The Company in line with its policy of strict 'social and religious neutrality' opted to educate men only for it was felt that "the strong prejudices against the education of women which prevailed among the people were so deeply rooted in the social and religious life that any attempt to educate women was sure to create a very great commotion"(1). It was expected that the men thus educated would themselves undertake the education of their 'women folk', at a later date

Education of women developed throughout the nineteenth century till independence of India largely through private initiative and the pioneering efforts of Christian missionaries and liberal Englishmen and later by the leaders of the Indian social reform movement and the nationalist struggle. The first State response came in 1854 (Wood's Despatch) when education of girls was owned up as a State responsibility. Up to 1882 (Hunter's Commission), only primary education of girls received state support, after which came the concern for secondary and higher education of girls and the preparation of women teachers(2). The introduction of Dyarchy (1921), Provincial Autonomy (1937) and mass mobilisation for the freedom struggle not only inducted women into the political processes but made them come into their own as a constituency with the birth of All India Women's Conference in 1924. Women in British India attained the right to vote along with men much ahead of several of their western counterparts. Mass education was seen as the drive arm of the mass based freedom struggle. The early demand by the Indian leaders for compulsory universal primary education was shot down in 1911 but reappeared more strongly in the Nai Talim (Basic Education) of Gandhi. To that extent the Post-War Educational Development Plan (1944) stated that all education which was good enough for boys would be equally beneficial to girls(3). In less than a century, education of women had gained legitimacy and public support in addition to State support.

The social reformers saw education of women as a means of deliverance of women from centuries of obscurantist traditions, like Sati, enforced widowhood, female infanticide, child marriage, denial of the right to property among others. A primarily male led movement of social reform, saw education of women's as strengthening the institution of the Indian family and raising the quality of family life but no public roles were envisaged for women. The contribution of the large band of some extraordinary men, philosophers, educators, leaders of reformed Hindu Church (the Arya Samaj, the Brahmo Samaj, the Rama Krishna Mission, the Khalsa Diwan, the Dev Samaj, the Prarthna Samaj and several others) is immense as it lifted the women from the sub-stratum of society, from sub-human existence to a level of relatively greater human dignity. This humanism of the social reformers, several among whom also spearheaded 'cultural revivalism' by harking back to the golden period of women's education and status in the Vedic era, dominated the nineteenth century. These reformers felt that women if, educated, could lead the decadent Indian



feudal society from its morass of immorality by acting as custodians of the finer aspects of the Indian tradition and felt that "denial of education and early marriage prevented the development of the personality and rationality of women. Stunted and crippled personality affected the harmony of the family atmosphere weakening the bonds of the family"(4)

Tradition was differently employed and interpreted by the social reformers. The progressive and the revivalists, among them, Ram Mohan Roy, Ranade, Dayanand Saraswati and their followers marked back to the high social and educational status of women in ancient time. Vidya Sagar, Phuley, and Lokhitwadi Deshmukh made a frontal attack on the Hindu social structure and saw caste as major enemy of the position of women and questioned some of the fundamental values of the Hindu society which Ranade and other wanted to purify and preserve (Mazumdar, 1976 46-48 (5)). The interest in the question of the position of women and reinterpretation of tradition sprang from the need to counteract the degradation of Indian womanhood as painted by the Victorian English authors and travellers. The revivalistic interpretation of the old literary sources had the important function of supporting the social reforms and laws on women against the criticism of Hindu orthodoxy and helped in legitimizing the same by drawing on tradition (Singh 1985 46, Mies 1980). The special reform movement besides waging a war against social evils like Sati, child marriage, ban on widow re-marriage, dowry and the like gave an impetus to like Sati, child marriage, ban on widow re-marriage, dowry and the like gave an impetus to women's education. A large number of secular and non-Christian Denominational institutions for girls came up due to individual and group effort.

However, the leadership of the nationalist movement offered women a limited participation to begin with even though an extraordinary woman, Lakshmi Bai of Jhansi had helped light the torch of freedom as early as 1857. In late nineteenth century a handful of women got involved in revolutionary activities and challenged their leaders' refusal to allow them to participate fully in the freedom movement. As the freedom movement became mass based, women's participation in increasing numbers became visible and they began raising some basic questions about their rights. This phenomenal awakening of the Indian womanhood found its most striking and significant expression in the various representative organisations that rapidly sprang up all over the country and in the establishment of a number of pioneering institutions founded by prominent women for the advancement of women in educational and other fields<sup>6</sup>. This then was the historical process which earned women not only equality in the Constitution of India but even protective discrimination from the State for neutralizing the cumulative disadvantage of several millennia. Among the large number of the framers of the Constitution, along with sensitive enlightened men, were women who wrote the charter for an Indian society based on justice, equality, liberty and dignity of the individual.

In sum, this period was marked by social and political activism and is notable for substantial progress of women's education and status. As regards the study of women's education and women's issues is concerned this period can perhaps be seen as one of philosophical analysis when a spate of writings, commentaries, official reports, memoranda, news paper reports provide us with accounts of the prevalent theories, concepts and practices of female education.

## Post Independence

Women's education has been an area of major policy concern since independence and is seen as central to the social, political and economic development of the nation and of women themselves. Three significant but different strands of the morphology of the study of women's education need to be analysed and understood; (i) university research in the area, (ii) the contribution of policy making expert groups, commissions and committees, and, (iii) growth of policy research with perspectives from feminism and women's studies.

University researches on women's education have largely been carried out in the Departments of Education leading to the degrees of Masters in Education (M.Ed) and Ph.D. in Education, occasionally in Departments of Psychology, Sociology, History and most recently in Economics and Political Science. As for all educational research, so for women's education, the influence of psychology, primarily psychometry is evident in the studies reported in the early phases. Whereas all other social sciences graduated from their totally western orientations to more field based work, thus, growing a body of knowledge about grass root Indian reality, education continued to be insulated from methodological and conceptual advances of the self critical social sciences that were making a bid to give knowledge a status of an active agent of social analysis and social action. Although there has been considerable amount of research on women's education in the university system, large parts of the works have remained confined to library shelves. The impact of these researches on policy formulation and action in the area of women's education and development has been negligible.

As in the pre independence period, the conceptual frameworks and concerns about women's education have emerged from other sources. The work of the committees and commissions headed by eminent men and women have guided action and given a thrust to education as part of planned socio economic development. Basic issues of access, management, and content have been settled through debates emanating from these attitude groups till finally the first National Policy of Education 1968 was adopted, settling questions like co-education and undifferentiated curricula in the framework of 'equal opportunity'. For instance, the debate about separate curriculum for boys and girls was put to an end by the Committee on Differentiation of Curricula headed by Hansa Mehta in 1964. The position alternated from separate (Radha Krishnan University Education Commission 1949) to the same curricula as recommended by Mudaliar Secondary Education Commission (1953). Durgabai Deshmukh Committee on Education of Women (1959) which formed the main sheet anchor for the development of the programmes of women's education took a very forward looking stance by suggesting among others, home science as a compulsory subject for both boys and girls for classes VI, VII and VIII. The Education Commission 1964-66 headed by D S Kothari also supported equal educational opportunities and in all fields of education for both girls and boys.<sup>(7)</sup> Recommendations of this Commission formed the basis for the First National Policy on Education, 1968.

The shocking revelations of the Census of India, 1971, such as, constantly declining sex ratio and work participation rates of women, higher unemployment, higher morbidity and mortality, lower literacy and educational participation among women. Vast differences in the status of women across groups, classes and regions, were noted and explicated by the Committee on the Status of Women in India (CSWI) which submitted its report 'Towards Equality' in the year 1974, ahead of the International Year for Women (1975). This CSWI report not only became the basis for the setting up of institutional structures with focus on the development of women and children, but also led to the rejuvenation of the women's movement spearheaded by the feminist scholars and activists. These events were coterminous with the developments on the international scene during the UN Development Decade (1975-1985) and the three world conference on women in Mexico, Copenhagen and Nairobi. All national and international networks of women activists and scholars, the national government and the international organisations began seeing women's education and development as integral to human growth and development. The Sixth, Seventh and the Eighth Five Year Development Plans show the shift from the earlier perception of women as recipients of welfare to their becoming active agents of development(8)

**The National Policy of Education (NPE) 1986** is a landmark in the evolution of status of women in India in that education has been given the mandate of bringing about women's equality and empowerment through revised curricula, reorientation of educational personnel and making women's studies the drive arm for generating, studying and supporting action. It is important to note that researches generated by the pioneering women's research centres such as the Research Centre for Women's Studies, SNDT University, the Centre for Women's Development Studies (CWDS), Delhi, the Institute of Social Studies Trust (ISST), Centre for Women's Studies, Trivndrum and the other two Women's Universities, Mother Teresa, (Tamil Nadu) and Padmavati (Andhra Pradesh), Indian Institute of Education, Pune, and the Department of Women's Studies NCERT are noteworthy. The NCERT took the initiative to set up the first chair in Women's Studies in the country in 1988. The researches that have emerged from these centres have had a definite influence in shaping not only educational policies, plans and programmes but giving a direction to the national effort in the area of women's development as equal partners in a secular democracy, also, bringing home the centrality of women's education to women's empowerment as a non negotiable area of societal progress and enhancement of women's status. After 1986, the researches have not only emerged from women's studies centres on their own but a lot of policy researches have been commissioned by the national government and the UN system, UNESCO, UNICEF, ILO, WHO and other international agencies like the Commonwealth Secretariat. Researches reported in the Fifth Survey of Educational Research (are not exhaustive, only illustrative) indicate that while the universities appear to be getting somewhat more sensitive to problems of women and girls from different groups of population especially the disadvantaged sections, these are not influenced by feminist perspectives of women's studies except in the three women's universities and the women's studies centres in the country.

## **Part II**

### **Educational Research**

In an extensive bibliography on women's education up to 1965, a total of 976 entries comprising books, articles, government reports, M Ed and Ph.D dissertations are listed<sup>9</sup> This is a pioneering effort on the study of women's education The bibliography reports 147 M Ed. and 4 doctoral dissertations Chitra Naik's (1949) doctoral work on Education of Women in Bombay Province 1818-1947 is a comprehensive analysis of education of women in Bombay Province till independence. Other doctoral projects reports are of Padma Kirtikar (1952) on Education of Women in India during the British Period 1800-1917; K. Jain (1954) on Personality Studies of Adolescent Girls - all three from the Bombay University The doctoral work of D J. Visvasam (1963) on Programme of Physical Education in India from Madras University needs to be noted for the very fact that this area has been in limbo ever since and needs attention Of these 157 educational research studies, 51 (33%) are focused on the development of female education in India, its progress and problems for the period 1800 to 1960, one study going as far back as 1700 AD tracing the development of women's education in the Madras Presidency. These studies are primarily descriptive, not very analytical accounts of the evolution of women's education during the British period and in independent India Sixteen of these studies focus on the academic areas of achievement, educational backwardness, ability, attitude, interest in subjects, aspiration and motivation; eleven are on physical education, sports, music, art, girl guiding and other co-curricular activities. Other major areas covered are education and society and social change, impact of socio-economic background on students and teachers (eleven), vocational and technical education, career guidance (ten), problems and attitudes of women teachers (thirteen), primary education (ten), wastage in education (four); and women and employment (four) Eighty of these studies had school girls and fourteen college girls as subjects of study There were five studies on the problems of adolescent girls; two on the status of women as reflected in literature and one each on women's organisations and educational administration

The first systematic effort at documenting educational research was made by the National Council of Educational Research and Training (NCERT) when it published the titles of M Ed and Ph D theses in education completed during 1939-1961 with a supplementary updated publication in 1966<sup>10</sup> M S University of Baroda brought out the First Survey of Research in Education (1974) covering researches completed up to 1972<sup>(11)</sup> The Second Survey of Research in Education covering the period 1972-78 was brought out by a few motivated researchers of an NGO in Baroda<sup>(12)</sup>. At that juncture NCERT took the historical decision to institutionalise this project and since then has brought out the Third, Fourth and the Fifth Survey of Research in Education (1997)<sup>(13)</sup> An analysis of the first four surveys brings out the fact that women's education which concerns half of our population has not been given adequate attention. In the First Survey only 22 studies accounting for 3.00 percentage of the total number of 731 studies, were devoted to women's education, in the Second Survey 5.60 percent of 839 reported studies and in the Fourth Survey 0.91 percent of 1652 studies reported It may be pertinent to point out that in the first three surveys there was no separate section on the research on women's education In the Fourth

Survey and separate sections on women's education were included. However, it is important to state that the ninety odd studies reported in the Fifth Survey are not the universe, at best these can be said to indicate the general tone and trend in this area. Further due to procedural constraints, there would be several studies with sex/gender as a variable in different sections of the Fifth Survey. Therefore, this trend report on education of women would have to be read in conjunction with other sectors to get a more accurate picture. A birds eye view of the five surveys follows.

### **The First Survey of Educational research (1974)**

The First Survey has included 22 research studies on women's education of which 21 are doctoral dissertations (13 in Education, 1 in History, 4, in Sociology and 2 in Psychology) and 1 district study by the Government of India. Topics covered include development of women's education (8); attitude of university girls towards military training (1); education society linkages (4), and at least seven studies on personality and personality disorders of adolescent girls. Of these 22 studies, 14 are on college and school girls in urban areas, 6 studies used secondary data only, all others were empirical and primarily concerned with female students. Only one study attempts to interview parents to elicit their views and attitudes about girls education and the problem of enrolment and retention (Mehsana Study, Government of India). There is one study on the development of leadership in adolescent girls; the rest highlight only the problems of adjustment and other personality related questions regarding adolescence.

### **The Second Educational Research Survey (1972-78)**

In this survey 47 researches on women's education have been identified, of which 28 are doctoral dissertations and the rest are independent researches. This is a marked shift from the First Survey. Among these doctoral researches, 20 are in Education, 3 in Sociology, 3 in Psychology and one in Home Science. There are only three dissertations devoted to women's education and development and only one study deals with the primary education of rural girls.

### **The Third Educational Research Survey (1978-83)**

Forty six studies on women's education and related issues are noticed in the Third Survey. Of these 32 are doctoral dissertations, 17 in Education, 6 each in Psychology and Sociology, and one each in Economics, Political Science and Home Science besides 14 independent researches compared to earlier periods, the interest in development of female education per se is limited to only one dissertation, only two studies deal with academic achievement and intelligence, two with self concept, one with truancy and six with behavioural problems of adolescents. At least eight studies are concerned with impact of education on the status and achievement of women. In all nine studies are noticed on women and work of which six are about women teachers. Only one study is focussed on rural women, one on scheduled caste and four on Muslim women. One study is devoted to early childhood education. Likewise one study each is noticed in the areas of vocational training needs, statistics on women's education and political socialisation. Only two studies each are devoted

to the rather important areas of financing of education, non formal education and primary education, and one in adult education

#### **The Fourth Educational Research Survey (1983-1988)**

In the Fourth Survey in all 68 research studies on women's education and development are noticed. Of these, 47 are Ph.D. works and 21 are distributed over Education (11), Psychology (11), Sociology (3), English and Social Work, one each. Three researches are devoted to development of women's education and another three to achievement and one each is on physical education, sports and music. There are five studies on social change amongst women; two related to vocational education and occupational preferences and six on women teachers. As in previous surveys, problems of adolescent girls are the focus of eight studies. Again, there are at least eight studies on women and work noticed of which four are concerned with working mothers. There are as many as seven studies on personality and psychological and behavioural problems of girls. There are four studies concerned with female adult education and two in the area of non formal education; three deal with the problems of wastage and educational backwardness. During this period, the problems of rural girls/women (3) ST girls, women (5) SC girls/women (4) have received attention. An interesting investigation is the gleaning of women's education, its forms, methods and effects as reflected in the works of major women novelists of the 19th century.

#### **The Fifth Educational Research Survey (1988-1992)**

In the Fifth Survey, the 95 studies on women's education and development are largely in Education (fifty six) for the award of the Ph.D. degree and 12 in M.Phil. in Education. There are seven studies in Psychology, three in Sociology, besides 16 independent projects and 8 published articles/books. There are at least 20 studies which have been done with a perspective from women's studies. This is a major departure from the previous surveys. It may be important to point out that women's studies were formally introduced in the Indian Universities in 1984 and the NCERT created its Department of Women's Studies in 1987 (earlier the Women's Education Unit).

In the Fifth Survey only five studies are devoted to the general theme of women's education and only two studies are noted in the area of achievement, seven in education-society interface. There are five studies on vocational education/career choices/guidance. There are at least 19 studies in the area of women and employment (economy) but only one in the area of women and the polity. Three studies are devoted to primary education, five on wastage/educational backwardness. Only three studies are devoted to adolescent girls, but at least five studies are devoted to rural girls and women, two on population education, three on gender bias in textbooks and, three on adult education of girls in the age group 6-14 years. There is only one study on women and media and two on self concept and another two on personality.

## **A Summative Analysis of the Fifth Survey (1988-92)**

Analysis of the researches on education of women reported in the Fifth Survey (1988-92) shows some discernible shifts from the earlier surveys both in the area of the 'meta knowledge', the concepts, the theoretical positions, approaches and methodology and the 'substantive knowledge' produced on the educational and the social situation of women and girls in India. This has to be viewed in the light of some significant events of the contemporaneous period, the most remarkable being

i Intensification of the activities to improve the educational and the health situation of the girl child and herself self image in the Region. Following the first national conference on the Girl Child in 1987, the result declaration of the SAARC Year of the Girl Child in 1990 and later, the **SAARC Decade of the Girl Child (1991-2000)**. A **National Plan of Action for the Girl Child (1991-2000)** was prepared by India in keeping with this new commitment

ii **The National Perspective Plan on Women (1988)** was drawn up for mainstreaming of women's issues in policies and programmes, especially for women from rural areas and the underprivileged sections. Key issue were giving women at least one third share in all decision making bodies and levels, from *Panchayats* to the National Parliament, in bureaucracy, in selection committees, in all policy making organs (gradually being implemented)

iii **Shramshakti** - the Report of the National Commission for Self Employed Women and the Women in the Informal Sector (1988) brought out the fact of gross exploitation of 94 percent of the entire female work force who are employed in the unorganized sector, and the fact that one third of all households from which they come are supported by women and in another one third, over 50 percent of the earnings are contributed by women. The recommendations included recognition of women's work as home makers and as economic producers by enlarging the definition of women workers in all subsequent data collection (carried out in 1991 Census), setting up of an exclusive credit body for poor and self employed women and linking all training programmers to employment of these women being implemented

iv **The National Literacy Mission (NLM)** was launched as a societal and technology mission in 1988 for imparting functional literacy to 80 million illiterate adults in 15-35 age group by 1995 bulk of whom were women. The NLM adopted the Total Literacy Campaign (TLC) as a principal strategy for achieving universal literacy. The TLC is an area specific, time bound, volunteer based mass campaign, built through mass mobilisation and support of the Central and State Governments, district administrations, non-governmental organizations, voluntary agencies and people from all walks of life. (MHRD, 1993)

v The revision of the **National Policy on Education, 1986** and its **Programme of Action in 1992**, re-emphasised the interventionists role of education in bringing about women's empowerment through revision of curricula and text books, gender sensitization of all educational personnel across board; early removal of female literacy and universalisation of elementary education, vocational and technical

education of girls especially in non traditional and emerging technologies with women's studies playing a premier role in analyzing, generating and supporting action Education of rural girls and women was put high on agenda noticing that rural urban disparities were the sharpest in literacy rates and educational participation at all levels, especially in the area of vocational and technical education Continued shortage of women teachers in rural areas was seen as a problem yet to be negotiated (Studies Commissioned) (MHRD, 1992)

vi The launching of **Mahila Samakhya** in 1989 in three states, Uttar Pradesh, Karnataka and Gujarat by the Department of Education of the Ministry of Human Resource Development of the Government of India was another strategy for women's development. Mahila Samakhya, a women's development empowerment project is state sponsored, imbued with Indian and Nordic Feminism which "pre supposes that education can be a decisive intervention in the process towards women's equality " The project goal is 'to empower women to take control of their own lives" and question the patriarchal mores and forms of social organisations that paralyse women and put into limbo their power (shakti). The project aims to create a demand for literacy but at the pace determined by the participating women themselves Without the pressure for fulfilling quantitative targets, the resource persons have more time to catalyze an attitudinal change in the women and their communities (Evaluation studies needed) (MHRD, 1993)

vii **The 1991 Census of India** gave some positive indications like higher growth rates in female literacy compared to male literacy, improved work participation rate and the shocking revelation that the sex ratio which had been declining till 1971, took an upturn in 1981, again crashed to a new low of 927 females for 1000 males in the population, leaving a major gap of 32 million fewer females in a population of 844 millions The more alarming situation was noticed in the higher decline among children of age group 0-6 years, with 4 million fewer girls in this age group (Studies have been commissioned by the Department of Women and Child Development, MHRD, in 65 Districts with most adverse sex ratio to female children in the age group 0-6 years, anticipating female infanticide, female foeticide and female neglect as the possible causes )

viii The Fifth All India Educational Survey of NCERT (1988) which is based on school census and which puts out rural urban data on educational indicators

ix Setting up of department/cells/centres of Women's Studies by the NCERT, the SCERTs and the University Grants Commission in the universities and colleges

In the light of the above, it may be stated that the premier area of concern about the **education of the girl child** has drawn repeated attention of researchers, leading to formulation of programmes of action In the area of elementary education, the studies bring out very clearly the factors responsible for continuance, discontinuance and non enrolment of girls in schools. Predominantly the household factors of poverty and gender discrimination and community related social constraints account for girls not enrolling, dropping out The studies reconfirm the positive relationship between the economic standing of the household and female educational participation(14) The area of gender and achievement, however, has not been



sufficiently explored and needs attention both in research and meliorative action in the form of compensatory education for the girls in the disadvantaged groups. The issues of the health and nutrition of the girl child have not been attended to both in research and in action. A comprehensive study on the girl child in India was launched by the Department of Women and Child Development, MHRD, Government of India through Women's Studies Centres of the Universities in 1992. It may be pertinent to point out that in the present scheme of things girls in the age groups 6-18 are not covered under any government programme for health care and nutrition. A major chunk of girls in the age group are out of school and are being addressed through NFE, TLC and distance education. There is very little research reported on these three areas in the Fifth Survey. Further, the problems addressed and issues raised in relation to adolescent girls are primarily concerning adjustment, socio-psychological problems and self concept of school and college going girls. There is little research on education of out of school girls. The scheme of the Government of India like Balika Yojana are meant for out of school adolescent girls and needs to be probed into with respect to its implementation to give us a measure of its achievements and shortfalls.

A large number of special schemes and incentives have been in operation for decades specially for girls and women belonging to scheduled caste and scheduled tribes. While some studies in the Fifth Survey bring out the positive impact of education on the attitudes of these groups, they also point out that despite acquiring educational and technical competence women of these groups find it hard to get employment. This raised further questions regarding the possible gender discrimination in hiring practices even where quotas for these groups are assured. When we view macro indicators, the positive effects of protective discrimination policies and programmes for SC, ST are visible in improved literacy rates and enrolment, but dropout continues to be very heavy. However, a study of an Ashram School in Madhya Pradesh which points to many lacunae in their management also reports sufficient progress by girls who complete their schooling. Out standing experiments have not been studied for instance the Kanya Parishar (a residential school complex for SC ST girls) in Kokshi (District Dhar) whose students compare favourably in self confidence, neatness, articulation and achievement with any of the leading high fee private schools of metropolitan cities.

Also, the impact of the large number of incentive schemes for girls and women of the Government of India and the State Governments has not been studied. A regular flow of evaluative studies to document the successes and failures of these schemes and other gender interventions is necessary. These studies are best carried out by autonomous evaluation organisations and academic institutions. Without adequate data and research, effective policy and planning interventions cannot be made. Major achievements and constraints of process oriented projects like Mahila Samakhya and other EFA initiatives like Lokjumbish Basic Education Project, Uttar Pradesh, Bihar Education Project and more recently, the District Education Programme (all claim girls child focus), need intensive studies by researchers besides formal evaluation by the funding agencies. (MHRD, 1993)

While an analysis of the TLC campaigns shows that women form the bulk of the beneficiaries, the content and process of these campaigns needs to be studied.

thoroughly from the point of view of gender equity and awareness. The few studies in this area point out (a) the infrastructural and the planning and management deficiencies of adult learning centres. At least one study brings out very clearly the continued presentation of women in gender stereotyped roles in the literacy materials. Their inadequacy regarding lack of information on the legal rights of women both among men and women, and a lack of gender sensitivity needs to be probed into. The materials produced by an NGO, more diversified in their packaging, were found very radical in their messages and that of the government somewhat reactionary. The content and process of the TLCs requires immediate attention with a view to making them powerful agents of women's empowerment. Comparatively the content and process of school curriculum especially at the elementary stage appears to have received significant attention. At the present moment, the text books for instance display a continuum from stereo-typed and often negative portrayal of women and girls to highly gender sensitive materials depicting equality between the sexes. However, more work needs to be done in the area of the portrayal of the positive contribution of women in all walks of life.

The area of vocational and technical education of girls has received some attention in the Fifth Survey and provides both policy and programme interventions, giving primacy to need based vocational education of girls and women to help them forge ahead in non-traditional occupations. Although girls and women have entered into hitherto male occupations, studies show it is not always on terms of equality. A lot more work is required in the area of gender analysis of existing vocational and technical education programmes supported through micro studies so that girls and women succeed in the occupational fields. Studies of occupational career guidance and counselling draws a blank. Studies on social mobility of women are few and studies about education and employment linkages in terms of entry requirements, recruitment and transfer procedures, wages, leave and other benefits as required under law, need investigation.

While there are a large number of studies showing the positive impact of women's education on their awareness, attitudes, and positions taken on personal issues of marriage and family, the study of women as professionals are limited. There are several investigations on women teachers which are largely centred on the issue of role combination the familial and the occupational and role performance. There are few studies on women administrators and executives in education or in other development fields which shows that there is lack of consciousness regarding women's contribution to development in real terms. There is a lone study which speaks of the low political participation of the rural women. It would be interesting to study the political participation and political behaviour of both rural and urban women belonging to different classes and caste, groups, using education as a major variable. Some studies of college girls included in the Fifth Survey do indicate higher political consciousness in women in higher education.

The role of media as a major instrument of formation of public opinion and attitudes regarding women remains poorly explored. Only one study touches on the role of women's magazines. There are three studies on state sponsored women's groups (mahila mandals) which bring out the ineffectiveness of these groups on

account bureaucratic control and inadequacy of both infrastructure and management skills. The mahila mandals further appeared dominated by the traditional elites. However, a very recent study explored the role of mahila mandals in acting as nurseries for women elected leaders in local self government and found a lot of potential in these groups if conscious intervention is made.

Having looked at the **substantive knowledge** generated on education of girls and women upto the period of the Fifth Survey, it may be appropriate to look at the evolution in the area of **meta knowledge**. It may be recounted that educational research has been more empirical than many other social sciences ever since its inception. As is evident in the earlier sections, while one third of the researches recorded up to 1965 were based on secondary data and sources, the rest of the studies were empirical. Further, in all five surveys, the researches reported are largely empirical studies. For record, we may also state that a research investigation is a must as a part fulfilment of a Masters in Education Programme, and most of these investigations, and doctoral projects in the Faculties of Education have studied convenient samples/populations available to them without cost i.e., school and college girls and women teachers in urban areas, where their own institutions are located. (As these researchers have little funding support, this limitation is not theirs really speaking)

Influenced largely by the discipline of psychology and psychometry, to be accurate, educational researches reflect the position of education as a discipline in the university system, removed from mainstream knowledge in other areas, its relative isolation and low prestige in the hierarchy of knowledge, making the educational researchers relatively defensive and inward looking. To an extent, development of female education has been studied to bring out the temporal and spatial dimensions of women's education but these studies do not reflect in any real sense the methodological rigour of the social sciences. Bulk of the research on women's education has been done in the departments of education; sociologists have also displayed some interest but there is a rare thesis from the departments of economics, political science, history, among others.

The perspectives in most studies till the Fourth Survey are distinctly drawn from the framework of social change where education of women leads to modernization of their attitudes and roles making some difference in their position vis-a-vis areas like family decision making, marriage and employment. The equality between the sexes dimension does not emerge, at best an emancipatory role for education (better than before) is visible. That education is necessary for women and has a positive effect on women, their family and productivity is admitted.

The Fifth Survey makes a departure when equality between the sexes enters centre stage and education is seen as an agent of empowerment, increased self awareness, better self image, consciousness of rights and possibilities opening up to women with education. Women with higher education, professional and technical, emerge as more self confident and in better command of their situation than before even if they may not have achieved complete equality. To be more precise, several studies reported appear to be influenced by the concepts, techniques and

methodologies thrown up by feminist scholars and activists, as reflected in the new discipline of women's studies. Women's Studies which were born out of women's activism continue to respond to changing the situation of women in a positive direction and above all making knowledge more holistic to include the female perspectives their hopes and aspirations and a world view based on accommodation, harmony and peace. The centrality of education to develop of women as persons and women as active agents of national development is well established through national and cross cultural researches in the area of fertility and mortality. Women's Studies are the closest to field based disciplines of sociology and social anthropology and employ the methods and techniques that break the hierarchies between the researcher and the researches in the frame of participatory research, with major reliance on field based interactions, individual and group interviews, focussed group discussions, participant observation and case studies.

The fact noted by us earlier that educational research has by far been empirical and not 'arm chair' research, is a happy augury in as much as that application of the theoretical constructs and methodologies of women's studies to the analysis of education of girls and women in all its ramifications does provide a framework for policy reform and action. In turn women's studies get enriched by the finer aspects of educational research tradition. It is however, important to acknowledge that while both the meta knowledge and substantive knowledge in the area of research on women's education appear to have advanced, there continues to be relative lack of conceptual clarity and methodological rigour. Independent researches done by experienced researchers show a distinctly mature handling whereas the researches emerging from the university departments appear to be exercises in exigency of fulfilling the requirements of a degree. Looking at the positive side, one may state that while university researches are an exercise in learning the methodology of research and only have shelf value, their long term impact is realized through the work of mature researchers. Suffice it to say, that researches which influence policies and programmes of women's education and development did emerge largely from women's studies centres and scholars, from non governmental organisations and also from within the women's universities that are funded/sponsored by the government, UN and its agencies and other international organisations. The tradition of research based educational planning is being born as reflected in the District Primary Education Programme which has a component of gender studies as inputs into gender sensitive educational planning in 44 low female literacy districts of 8 states in the first phase.

### **Comparative Studies in Women's Education**

In India, there are 58 doctoral studies in comparative education reported in the IIIrd and IVth survey of research in education spanning the period 1973-1988. Among these, there is only one doctoral study in the area of women's education titled "Women Teachers in South Asia - A Comparative Study of India, Sri Lanka and Nepal". There are two other doctoral studies, one pertaining to Thailand by a Thai national and another by Bangladesh national submitted to Indian universities. The other notable independent field based studies on comparative education are "Education of Women in the Commonwealth - A Comparative Study covering India, Barbados, Fizi, Sri Lanka, Mauritius and New Zealand (1988-89); UNESCO

sponsored study on "Women's Education in Asia and the Pacific - Some basic issues (1988-89), UNCHR sponsored study on Traditional Practices Affecting The Health of Women and Children in Asia and the Pacific (1994) Women in Educational Administration in the Third World - The Indian Scene ( Commonwealth Council for Educational Administration)

Comparative method in education was applied to major intra country comparative studies relating to primary education of girls namely Factors of Continuance and Discontinuance Girls in Elementary Schooling (Delhi, Bombay, Orissa and Rajasthan) with focus on urban slums, scheduled castes, scheduled tribes and Muslim minorities (1992) Nearly 3000 households were included to analyse the problem The study drew its theoretical formulations from an earlier UNESCO sponsored study on Universalisation of Primary Education of Girls in Rural Areas in India and made a significant methodological contribution in the area of women's studies using the comparative method The latest to report in the area of comparative education is **Gender Studies** carried out as a part of project planning and implementation of a national programme on primary education viz., District Primary Education Programme (DPEP) of the Ministry of Human Resource Development under which gender studies form one of base line studies carried out as a planning input. Gender studies were carried out in 44 low female literacy districts of eight states The studies were carried out in the participatory research mode with household and community as entry points Structured interview schedules were personally canvassed by the investigators to 13013 households, 2424 dropout girls, 4316 never enrolled girls, 792 teachers, 269 educational administrators and 416 community leaders In addition, focussed group discussions were held with parents and community leaders 16

### **Part III**

#### **The Gender Gap and The Challenge Before Us**

##### **The Gender Gap**

Let us look briefly at where girls and women in India stand today as reflected in some macro indicators in order to map out the tasks ahead of us in the area of girls education and women's equality and empowerment

##### **Population**

The 1991 Census counted 407.1 million females against the male population of 439.23 million constituting just less than half (48.09%) of the total population of India (846.30 million) Female population grew at a slower pace of 23.37 percent during the decade 1981-91 against a decadal growth rate of 23.85 percent of the total population (Census of India, 1991)

##### **Sex Ratio**

The sex ratio which was 972 females per thousand males in 1901 has declined to 927 in 1991 The decline has been more or less steady over the decades, except for a marginal rise between 1941 and 1951 and a more recently between 1971 and 1981 The decline has been sharper in the age group 0-6 years; from 976 in 1961 to 945 in 1991. The adverse sex ratio for females is attributed mainly to higher mortality

among females, as compared to males in all age groups right from childhood through child-bearing ages. Limited access to the health infrastructure contributing to high maternal mortality and relative deprivation of the female child from nutrition, health and medical care have also been identified as some of the other contributory factors.

The adverse sex ratio for women needs to be seen against other indicators of falling mortality rates for both men and women, higher child survival rates and the improvement of life expectancy, which is more significant for women than for men. The improving health care in India should contribute to a more favourable sex ratio for the country in the years to come. Among the factors that would remain to be resolved however, would be the persistent bias in favour of the male child (strong son preference) 17

#### **Age at Marriage**

The mean age at marriage for females which was around 13 years at the beginning of the century rose to 18.3 by 1981. The mean age at 'effective marriage' for females was 19.5 years in 1992. Acquiring higher education and greater employment by women have played a role in raising age at marriage of girls (Sample Registration Bulletin, R.G. Office, 1994).

#### **Literacy**

Female literacy is considered to be a more sensitive index of social development compared to overall literacy rates. Female literacy is negatively related with fertility rates, population growth rates, infant and child mortality rates, and shows a positive association with female age at marriage, life expectancy, participation in modern sectors of the economy and above all female enrolments. At 1991 Census, female literacy was 39.29 percent compared to 64.21 for males. Rural-urban and intergroup disparities are sharp. Rural-urban divide is the sharpest. Females themselves. Urban females are twice as well off in literacy. Scheduled Caste and Scheduled Tribe females are at the bottom of the heap. See below.

#### **Disparities in Literacy Rate 1991**

Urban Male	81.09%
Urban Female	64.05%
Rural Male	57.87%
Rural Female	30.62%
Schedule Caste Male	49.91%
Schedule Caste Female	23.76%
Schedule Tribe Male	40.65%
Schedule Tribe Female	18.19%

Source: Census of India, 1991

Rural female literacy is less than 10% in 27 districts, between 10-20% in 107 districts and between 20-30% in 99 districts (Census of India, 1991).

#### **Employment**

According to the Census data, the work participation rate (i.e. the proportion of employed or total workers to population) of females steadily rose from 14.22 percent in 1971 to 19.67 in 1981 and to 22.27 in 1991. The rise in work participation of rural females has been even steeper from 15.92 in 1971 to 26.79 in 1991. The rise in work participation of urban females over the two decades is somewhat less impressive. During the 1991 Census, conscious efforts were made to count women workers more completely and remove their invisibility. This could be one of the reasons for the increase reflected in the work participation rates between 1981-1991. It is significant to note that 90 percent of the total marginal workers are female. Women's employment in the organized sector was 4 million in 1993 constituting 14.6 percent of the total employment of 27.18 million; of these 62 percent were employed in public sector and 38 percent in private sector. About 56 percent of women employed in organized sector are in community, social and personal service, 6 each in transport, storage and communication, financing, insurance, real estate and banking services. Of the total employment of women in the organized sector provides for 4 percent women (Census of India, 1991). The rate of unemployment for female workers is higher for urban females at 4.7 percent compared to 0.3 percent for rural females. At the end of 1994 the number of women on the live register of employment exchanges was 80.90 lakhs as against 78.50 lakhs at the end of 1993 (GOI, Country Report, Fourth World Conference on Women, 1995).

#### **Universalisation of Primary Education (UPE)**

The Constitutional commitment (Article 45) to provide free and compulsory education to all children up to the age of fourteen within ten years of its promulgation, remains unfulfilled. This is largely on account of the inability of the system to enrol and retain girls. The enrolment ratio has gone up to 116.61% for boys but is only 88.09% for girls. At the upper primary level girls' enrolment ratio is only 47.4% compared to 74.19% for boys (1991-92 Departmental Statistics). Rural-urban divide is the sharpest among girls at school stage and higher education is a purely urban phenomenon. Few rural girls make it to the secondary and higher education.

Girls form 43% of 98 million children in Classes I-V, 39% of 34 million children in Classes VI-VIII; 36% of 15 million in Classes IX-X and 35% of 7 million students in Classes XI-XII. The gender gap increases with every successive higher level. Gender gap is closing in urban areas but continues to be wide in rural areas. Considering 75% of our population, still lives in rural areas, 73% of primary school and only 58% of all girls are enrolled. Classes VI-VIII, 49% girls in Classes IX-X and only 29% of girls enrolled in Class XI-XII are in rural areas. At the primary level there are 31 million rural girls enrolled compared to 11 million urban girls. There are 8 million rural and 6 million urban girls in Class VI-VIII, 2.7 million rural and 2.8 million urban girls in Classes IX-X and only 0.72 million rural girls compared to 1.77 million urban girls in Classes XI-XII (Sixth Educational Survey 1995). Girls from 34% in higher education (1993-94) (Fact Sheet on Education of the Girl Child, NCERT, 1996).

#### **Access**

For the 587247 inhabited villages (1991 census), there are 511849 primary schools, 127863 upper primary schools, 48262 secondary and only 11642 higher

secondary schools located in rural areas thus leaving 13% villages without primary schooling on an average, 78% without upper primary facilities, 92% villages without a secondary school and 98% villages without a higher secondary school (Sixth Educational Survey) Girls are less mobile than the boys on account of the parental concern for their personal safety and thus utilise educational facilities available within the revenue village or in its sub units or habitations (an average of two habitations per village which are often divided by physical and social distance, as observed between the upper caste/class inhabitants and the scheduled castes and tribes) The well off upper caste form the core and the disadvantaged sections are at the periphery of a village, the school is often located in the core part of the village. The SC and ST parents at times are intimidated into not sending their children to school. In foreseeable future the demand for formal schools at the upper primary level cannot be met give our present resource base and policies while unserved habitations and disadvantaged groups are being covered by (a poor second cousin) non formal education centres at the primary level, distance education alone can build the necessary bridges for girls for post primary and higher education Distance education and alternative models of schooling need to be developed on the basis of need based researches for rural girls and urban poverty groups

### **Higher, Professional and Technical Education**

There are 196 university level institutions serving 4.3 million students out of whom 1.67 million are girls, their number having gone up by more than four times since independence At the Post Graduate Level 35.1% of students are female, highest in Kerala (53.4%) and lowest in Bihar (16.95%) In technical and professional education their number has gone up from 6000 in 1950-51 to 1.46 lakhs in 1986-87 In engineering and emerging technology their number has gone up from 40 in 1950-51 (0.3%), 78,300 in 1993-94 (13.1%) There are 22 women studies centres in the universities and 11 cells in women's colleges (MHRD, Annual Report, 1994-95)

### **Decision Making**

The tenth Lok Sabha had 39 women members accounting for 7.2 percent of the total of 536 members Women's participation has never been more than 7.7% (In the Seventh Lok Sabha). In the upper house in 1991, of the total number of 245 members 38 or 15.5% were women Situation in the legislative assemblies is even worse At the national level, there is one woman senior minister and six state ministers in a cabinet of 74. There is one woman governor and one chief ministers Women ministers are often given welfare oriented portfolios like women and child development, education, culture, youth, finance, defence, home, foreign affairs, science and technology and other portfolios are never allotted to women. In the Tenth Lok Sabha Elections, percentage electors participating in election 49.5 was for females and 61.6 for males (As we go to the press, general elections for the Eleventh Lok Sabha have been announced Only a handful of women have received tickets in every political party

There are only a few female judges in the Supreme Court and High Courts, some eminent women have no doubt occupied important official positions as secretaries to the national government as well as chief secretaries to state governments. Currently the Chairperson of Union Public Service Commission and UGC are women In



selected civil services, percentage of women is 8.93 in the Indian Administrative Service, 0.01 in the Indian Police Service and 11.28 in the Indian Foreign Service. It is estimated that only 1.2 percent of the executive cadre in the private sector are women and that too in few segments like advertising and hotels.

The 73rd and the 74th Constitutional Amendments have, however, thrown up about one million women into active politics on account of 33 percent quota in local bodies Panchayats, block parishads and zila parishads as well as in municipal corporations. One third of 225,000 Village Panchayat Chairpersons are women. There are 1700 women chairpersons at the Block Level Panchayats and one third of 475 District Level Panchayats are women. One third reservation for women in the National Parliament and the State Legislatures is committed by the ruling government and all major political parties. This historic event has yet to be assimilated and studied.

### **The Challenge Ahead**

The researches and experience have proved beyond doubt that education is necessary for development of individuals and nations, that education is the basic right of all human beings men, women, girls, boys, that education has brought about attitudinal changes towards women, girls and their development, that educated girls and women themselves become more positively oriented to accepting and at times leading change. Theoretically the Indian laws, policies and programmes are geared to an egalitarian social order where women enjoy not only equality but also affirmative action on the part of the state also. On the ground are large number of programmes and schemes aiming at women's development women's equality, women's empowerment with unqualified focus on education and health of the girl child. While these concrete programmes need to be studied there is still the major challenge of bringing about greater understanding and sensitivity to gender issues which is not a substitute for equality of numbers in all walks of life but involves a major qualitative change in the social roles and social relations between men and women in our society. Educational content and processes need to be studied, not only text books but classroom practices, teacher behaviour, media both as a support and a hurdle need to be understood(18)

India also needs to gear up to the numerous demands of a global market and strengthen its identity as a secular democratic nation. The economic reforms are on and there are requirements of structural adjustment programmes which are likely to dilute the social justice and welfare orientation of the Indian state. This would have implications for education and society at several levels. Gender and economic reforms is a major area for study. In more than one sense, the Ninth Five Year Plan is the proverbial last leap into the next century. Education of girls and women has to be viewed in this context. Education of Muslim girls and women needs urgent attention as this section is absent even in statistics and is perhaps more backward than other disadvantaged sections which at least enjoy protective discrimination viz scheduled castes, scheduled tribes and other backward castes.

Research has now to prepare for supporting action through study, analysis, evaluation, documentation and dissemination. For carrying out the major task of building gender sensitivity a deeper study of curriculum, its development, its

transaction in the actual class room/learning situations would be required for preparing research based curricular and training materials. An inter country innovative pilot project sponsored by UNESCO does present a model for this task as operationalized by the Department of Women's Studies (DWS), NCERT (1992)(19). Eight six week training programmes on methodology of women's education and development for resource persons have been organised by the NCERT utilising research findings in the area and a participatory training approach.

There exists a mammoth programme for early childhood care and education (ECCE) in India covering nearly 18 million children, forming less than half of the target population (below poverty line). Three major observations may be made: one, gender statistics on the integrated child development services (ICDS) are not available; two, the education component of ICDS continues to be weak, although the nutrition and health component appears to have benefited children from marginalised sections of population the impact being visible in reduced infant and child mortality and near universalization of immunization; three, the component of gender sensitivity in the training of ICDS workers is absent. The research and development in this area can take on the form of needs assessment for training, preparation of training materials and designing gender interventions in the action research mode.

Conspicuous by its absence is the element of health and nutrition of the children in the elementary and secondary age group, especially during adolescence. School outcomes are not purely a function of academic and pedagogic inputs by the school but are in equal part influenced by the health and nutritional status of the children and adolescents. The low levels of nutritional intakes and attendant problems of depleted health status in conjunction with poor levels of health care in low income countries are factors that need careful study. In gender discriminatory cultures with a strong "son preference" behaviour, the intra household distribution of labour and resources is loaded against the girls, who work more and get lesser share of food, health care, leisure and play. For instance, iron status was predictive of school achievement among adolescent girls in a Jamaican study; that is, lower the haemoglobin value, the lower the school attendance. In countries as far apart as Benin and Nepal, poor nutritional status was found related to school attendance of adolescents. One possible explanation was the long distances that these adolescents had to walk in addition to completing domestic chores. This greater energy expenditure was not compensated by greater energy intake, probably because there were no meals at school. The Mexico study showed that improved nutritional food supplementation in early childhood was related to higher cognitive development, a precursor of school achievement.<sup>20</sup> Gender differences were also notable indicating unequal division of food and health care except in cultures like Philippines with a thoroughly pro girl child stance of the family - a logical result of the tradition where the parents in their old age are looked after by the daughters and not by the sons. The Indian situation in the study reflects the health and nutrition status of the girl from an urban slum. Studies of the rural adolescent girls in school and outside are needed for planning gender sensitive health and nutrition interventions in the educational programmes for the development of high quality human resource. This set of inter country studies by ICRW shows a definite link between educational achievement and health and nutritional status of children. (Ibid)

Considerable work done in the area of UEE suggests a continuous need for research based educational planning at district, block, and cluster level. An important area requiring attention is the formal transfer of elementary and secondary education to the panchayats and local bodies (with one third women members and chairpersons). Gender sensitization of panchayat members and councillors is not only urgent but needs research based interventions. In rural areas, there is continued shortage of women teachers. (In the Sixth All India Educational Survey, NCERT, 1995 found that women found 23% of primary teachers in rural areas compared to 60% in urban areas, at the upper primary the corresponding figures are 25% and 59%.

In view of the promises made and the potential and actual participation of women in extra domestic spheres, the education and training of girls will have to be geared more and more to development of technical and technological skills and above all abilities of leadership, decision making, entrepreneurship and handling of public roles. The studies on second and third level vocational, technical and professional education are not sufficient to provide guidance for formulation of policies and programmes. These will have to be area specific and generic both. Many more studies are required for mapping out the interaction between education of women, media, women's movement and political participation, for the agenda now is not only emancipation on moral grounds but a clear demand for freedom from poverty and want on the part of women, and, a frank avowal of the need for participating in the economic and political decisions about women, about men, about nations, about the global questions.

The researchers have a host of national and international policy documents to look for research agenda (besides their own felt needs), the most recent being the call of the world's women from Beijing in the form of a Platform of Action, which gives a clear mandate for action required for women's progress. It recommends twelve critical areas of concern which are considered the main obstacles to women's advancement. There has emerged a powerful recognition of the crucial role of women in sustainable development and protecting the environment, the recognition that the human rights of women are inalienable, integral and individual part of universal human rights, that violence against women is intolerable and a violation of these rights; that health, maternal care, reproductive choices and above all access to education and information are absolutely essential to the exercise by women of this fundamental right.

Considering education is by definition conservative, slow to change and status quoist, transforming it into a radical change agent as expected in the National Policy of Education, 1986 is a difficult task. The application of the concepts and constructs of women's studies born in the tradition of action and activism to educational process has to be carefully planned. Militancy is not an educational mode. Organised peaceful protest based on deep understanding and analysis of issues of social justice, human rights gender equality, is perhaps needed nonetheless. Educational research has to respond at several levels, the required changes in curriculum and its transaction the need for radical change in the gender perceptions of teachers and teacher.

educators, and linkages with and action required by other socializing agents, the parents, the community, the media

Even though education of girls and women is considered as the key to all development, it does not receive resource allocations commensurate with its importance. Studies on financing of girls education are needed for better resource allocations so that this area graduates from being a policy rhetoric to a planned implementation reality. All educational programmes claiming gender as a focus need careful study from this angle. A study of basic issues in the education of women and girls in the Asia and Pacific Region Commissioned by the UNESCO<sup>22</sup> brings out clearly that female literacy is dependent on the social policies and ideological persuasions regarding the roles and status of women in a particular culture. Female literacy has been achieved in countries with extremely low levels of income but with strong distributive social policies on health, education, training and employment. That 'education for all' cannot be achieved without 'health for all' and 'work for all' needs to be internalized. As the poverty of nations affects women and girls most in gender discriminatory societies, the national and international commitment has to address the question of better redistribution of the global and the national GDP. Women's education is a function of women's equality, which will not come about by mere provision of rights but by the ability of women to use those rights. The study makes a strong appeal to national leadership and the international organizations to address themselves to the gender question more squarely, both in policy and implementation as studies in the economics of education tell us that both private and social returns to women's education are greater than those for men at virtually every level and 'at most' equal to those for men<sup>23</sup>.

The women's studies scholars and educational researchers are to rise to the occasion through mutual interaction, feeding into the growth of both disciplines as well as all social sciences and pushing the advancement of women/humans further. The role of Comparative Education in identifying and clarifying issues of women's education and equality in societies like India in a state of permanent transition where tradition and modernity both exercise equal and opposite pulls at times, where tradition at times triggers modernization or gets modernized itself<sup>24</sup>. In a heterogeneous country like India with a wide range of diverse cultural practices and traditions ranging from gender equalitarian matrilineal cultures to strongly patriarchal, patrilineal dominant groups, intra country comparisons are as valid as international comparisons.

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# **PLANNING FOR UPE OF GIRLS AND WOMEN'S EMPOWERMENT: GENDER STUDIES IN DPEP**

**– Usha Nayar**

## **INTRODUCTION**

Accessing quality education to all children regardless of caste, creed, sex or rural-urban residence and making women's equality and empowerment the central organizing principle of all educational endeavour are the twin goals of the recent EFA initiatives of India. The District Primary Education Programme (DPEP) is one of the largest EFA programmes which builds on the cumulative experience of the nation in educational planning and tries to incorporate the best elements of other like ventures. Research based participatory planning of education is a major hallmark of DPEP and this makes the programme distinctive. Six baseline studies were carried out coterminus with project planning periods including gender studies.

This paper reports briefly on Gender Studies conducted in 44 low female literacy districts of 8 states of India. The purpose of these studies was to provide inputs for Project (DPEP) and to identify areas for intervention for universalizing primary education among girls with focus on women's equality and empowerment. Additionally, the Project succeeded in building state level capacities in field based research as an aid to educational planning and implementation. These studies are a take-off from several policy researches carried out by the NCERT earlier. These studies provided the base line data and understandings about the existing gender disparities in primary education arising out of sustained gender discrimination faced by girls and women over time. Gender discrimination in the Indian context has meant elimination of female infants and children at and before birth (now) and gross neglect faced by females of all ages.

The studies were carried out in the participatory mode with household and the community as the entry points. Structured interview schedules were personally canvassed by the field investigators in 13013 households; and to 2424 dropout girls; 4316 never enrolled girls, 792 teachers, 269 educational administrators and 416 community leaders in more than 400 villages and urban slums. In addition, focussed group discussions with parents and community members were conducted to gain further understanding of the problem of girls education in these states.

While there emerged a large number of common reasons for the twin phenomena of dropout and non enrolment among underdeveloped rural areas and underserved urban slums in all low female literacy districts, the intensity of factors affecting dropout and non enrolment varies as between educationally advanced

states of the North. Moreover, the perceptions of the parents and the educational practitioners differ with the former highlighting non-tuition cost of education and the latter emphasizing parental illiteracy and apathy as the cause.

Domestic work and sibling care is seen by both the groups as the major constraint. Household related factors have emerged as the major explanatory cluster for low enrolment and high dropout of girls in addition to community related factors like early marriage and taboo on movement of post pubertal girls on account of lack of safety. Parents of dropout and never enrolled girls are largely illiterate especially the mothers.

Despite disclaimers from parents, the dropout and never enrolled girls do feel discriminated against compared to their brothers at home. Also, parents' have lower educational and occupational aspirations for daughters as compared to sons. Gender equality scores of parents in these low literacy areas is lower than that of educational practitioners. Likewise, girls education is caught in the poverty-gender-caste/tribe combine - a triple jeopardy. There are significant inter state and inter district variations in the situation of women which warrant more anthropological field studies for designing gender inclusive curriculum and other strategies for women's equality and empowerment.

The school going girls come from relatively better off households with one or both parents having education and a relatively stable income. The economic standing of the household thus appears as the major determinant of female educational participation on the demand side. Availability of a school close to the household within the village does attract girls but still leaves out those from poverty households with two parents always hunting for subsistence and the girls weighed with sibling care, domestic work, fetching of water, fodder and fuel. Nine or ten and, they become child labourers where wage work is available, others help parents in their economic and other work.

## THE CONCEPTUAL FRAMEWORK

The Constitution of India provided formal equality, freedom and liberty for all, still we see steep inequalities of caste, creed, tribe, rural-urban divide. Despite pro-active policies and laws for girls and women, the lives of girls and women continue to be controlled by the patriarchal belief system. All decisions are taken by men and all assets are owned by them. The process of gender discrimination begins even before birth and continues throughout the life of a female. Girls are not allowed even to be born because of strong son preference in our traditional socialization practices of society. Not only in the society but also at the school level, its curriculum, its text books, its social system, girls come in with a negative self image and poor self esteem. Girls are supposed to look after the family resulting in drop outs from the school.



There are about hundred million more female illiterates in the age group 7+ and there are more than 15.4 million fewer girls in primary schools/classes. On account of deficits of education and training, women continue to be marginalised in the economy and in the polity. Only 8% of the chief national policy makers (Member of Parliament) are female.

The policy framework grants women the right to receive equal wages for equal work and maternity and child care related support under labour laws. Joint ownership of assets (Pattas) is recommended. But a woman's work is never done and she carries the double burden of all domestic work in addition to paid work.

It is in this background that the gender studies were conceptualized. The studies provide bench mark data on gender disparities in enrolment and retention and the causes of continued low enrolment and poorer retention of girls in primary schooling, for developing local specific, group specific interventions for ensuring universal primary education of girls. As access of girls to schooling and their continued participation is inextricably linked with the status of women and the value accorded to female children, the study tries to analyse the contextual factors and forces that are discriminatory. In addition to seeking the possible explanation for lower participation and retention of girls, an attempt is made to study the mind-set of the adults around a girl, the community and its leaders as to how they view the roles of men and women, the questions of equality of treatment, equality of opportunity, equality in work, in decision making, in holding of assets, in inheritance etc. For any rearray of educational policies and programmes gender role perceptions and areas and processes of discrimination need to be identified for planning of gender sensitization programmes. The studies provide rich insights on this aspects.

## **BROAD OBSERVATIONS ON THE STUDY FINDINGS**

DPEP gender studies were essentially district studies carried out for the express purpose of identifying gender issues and gender concerns for intergrating them in district project formulation and its implementation. The 44 low female districts spread over 8 states fall in the least developed regions of the state, and are marked by concentration of Scheduled Castes, Scheduled Tribes, other Backward Castes and Muslim minority. These districts are poor on important social, demographic and educational indicators like sex ratio (barring a few), IMR, CMR, school participation and retention rates. Physical contiguity of these districts within a state, makes them somewhat similar although each one has its own variants of the social situation of women and girls. District reports were prepared and shared in district workshops and were utilised for planning state and district level gender interventions.

In the present paper combined data of these districts statewide on five main areas of the study are presented i.e. on reasons for continuance, discontinuance and non enrolment on utility of girls' education and gender equality.

The study identified the extent of gender disparities in access, enrolment and retention districtwise. While some states have universalised access and enrolment, the retention is poorer among girls especially those belonging to Scheduled Castes, Scheduled Tribes and Muslim minorities. Incentives cover mainly SC and ST children and leave out other indigent groups; besides these are poorly managed in most instances. Except for Tamil Nadu and Kerala study districts, there is acute shortage of women teachers in rural areas. Participation of women in educational administration is negligible in most districts. The provision of support services like Anganwadis and Balwadis was absent in sample villages of Madhya Pradesh, Orissa, for instance. And linkages with other departments like Women and Child, Social Welfare etc are not effective. Mahila Mandals and other women's groups were nearly absent in Madhya Pradesh and Orissa sample villages, in other states, these were ineffective, at times functioning only on paper. Text books were found relatively gender bias free in Maharashtra and to an extent in Haryana, in other states both, gender bias and gender stereotyping exists. The studies provide benchmark data on educational and social status of girls and women for intervention in project formulation and for monitoring and evaluation.

### **Reasons for Continuance of Girls in Schooling**

As Table 1 and 2 indicate, better economic standing of the household, parental education and motivation are the main factors that account for continuance of girls in schooling. Parental support for payment of fee/fund other than tuition fee, provision of books and stationery and adequate food and clothing, creating space and time for studies at home and providing academic support (paid or otherwise) flow from the better financial condition of the parents. Field visits showed that parents of school going girls had some education (atleast the father was educated) and a steady source of income. Their motivational and awareness levels were high.

The study confirms the previous research findings which show that the participation of girls in schooling rises with the rise in the income level of the household.

The educational practitioners see parental motivation and education as the first two key factors for continuance of girls in schooling followed by the better economic standing of the household. The educational practitioners in six out of eight states see self motivation of the girl child as a significant contributory factor. Surprisingly both parents and the practitioners give very little weightage to the attitude/share of teachers in continuance.

*Planning for UPE of Girls and Women's Empowerment*

**Table 1**

***Parental Perceptions About Reasons for Continuance of Girls in School : State wise***

S. No.	Reasons	Respondents															
		Madhya Pradesh		Orissa		Haryana		Assam		Karnataka		Tamil-nadu		Maha-rashtra		Kerala	
		%		%		%		%		%		%		%		%	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Better economic standing of household	82	(1)	34	(6)	56	(1)	39	(3)	-	36	(8)	82	(1)	14	(4)	
2	Parental education	42	(4)	35	(5)	43	(4)	18	(4)	-	60	(5)	62	(2)	20	(2)	
3	Parental motivation	52	(3)	46	(1)	46	(3)	41	(2)	-	29	(9)	53	(4)	71	(1)	
4	Parental support like																
4 1	Payment of fees other than tuition fee/fund	32	(5)	38	(3)	56	(1)	16	(5)	-	83	(2)	61	(3)	18	(3)	
4 2	Provision of books and stationery	63	(2)	36	(4)	35	(8)	15	(6)	-	40	(7)	41	(6)	5	(5)	
4 3	Provision of adequate food and clothing	25	(7)	15	(7)	36	(6)	15	(6)	-	46	(6)	43	(5)	-		
4 4	Creating space and time for studies at home	18	(9)	5	(8)	30	(10)	13	(8)	-	83	(2)	29	(8)	1	(6)	
4 5	Provision of academic support (themselves or paid)	1	(10)	44	(2)	33	(9)	11	(9)	-	87	(1)	28	(9)	-		
5.	Self motivation of the girl child	26	(6)	-		38	(5)	43	(1)	-	12	(10)	34	(7)	0 2	(7)	
6.	Positive attitude of teachers	22	(8)	-		36	(7)	-		-	71	(4)	-		-		
Total (N)		5130		1125		999		1081			1015		1342		3396		

*Note Figures in parenthesis indicate the rank of the item*

Table 2

**Perception of Educational Practitioners About Reasons for Continuance of Girls  
in School : State wise**

S. No.	Reasons	Respondents							
		Madhya Pradesh %	Orissa %	Haryana %	Assam %	Karnataka %	Tamil-nadu %	Maha-rashtra %	Kerala %
1	2	3	4	5	6	7	8	9	10
1	Better economic standing of household	49 (3)	53 (3)	70 (4)	45 (2)	50 (3)	92 (4)	40 (7)	34 (9)
2.	Parental education	75 (1)	55 (2)	84 (2)	41 (3)	56 (2)	96 (1)	78 (1)	51 (2)
3.	Parental motivation	75 (1)	65 (1)	88 (1)	65 (1)	77 (1)	96 (1)	74 (2)	66 (1)
4	Parental support like								
4.1	Payment of fees other than tuition fee/fund	16 (7)	15 (5)	55 (5)	41 (3)	16 (7)	36 (10)	49 (6)	36 (6)
4.2	Provision of books and stationery	14 (8)	11 (7)	55 (5)	41 (3)	20 (6)	64 (7)	65 (4)	38 (5)
4.3	Provision of adequate food and clothing	14 (8)	14 (6)	44 (7)	41 (3)	14 (8)	37 (9)	55 (5)	40 (4)
4.4	Creating space and time for studies at home	18 (4)	26 (4)	32 (9)	27 (8)	8 (9)	58 (8)	-	36 (6)
4.5	Provision of academic support (themselves or paid)	11(10)	11 (7)	42 (8)	28 (7)	33 (4)	73 (6)	-	36 (6)
5.	Self motivation of the girl child	18 (4)	6 (9)	72 (3)	11 (9)	31 (5)	93 (3)	69 (3)	43 (3)
6.	Positive attitude of teachers	19 (6)	-	-	-	-	89 (5)	-	-
Total (N)		387	66	193	160	218	113	388	151

Note Figures in parenthesis indicate the rank of each item

## **Reasons for Girls Dropping Out**

The check list used in the individual and group interviews included school related factors and household and community related factors that cause dropout among girls

As Table 3 and 4 show, the reasons for girls dropping out of school are primarily household and community related and further are rooted in the poverty of the households and gender based division of labour and resources.

Work at home, such as domestic work, sibling care, helping parents in their occupation and engagement in remunerative employment, is seen as the chief reason for the dropout among girls by the parents in all states except in Kerala. In Assam parents point out to unsuitable school timings and irrelevant school curriculum as the chief reasons. In Tamil Nadu helping parents in occupation, domestic work and engagement in remunerative employment are the three main reasons listed by an overwhelming majority of the parents and the administrators. Similar findings about Maharashtra indicate the high incidence of child labour

An alarming finding is that the girl child's own illness leads to her dropping out as perceived by 26 percent parents in Orissa, 32 percent in Assam, 22 percent in Tamil Nadu and 31 percent parents in Maharashtra.

The educational practitioners see domestic work, sibling care and lack of support services of child care as the major hurdle. Both parents and practitioners see early marriage and onset of puberty leading to the phenomenon of dropout among girls. Parental lack of motivation, parental illiteracy and parental inability to bear the extra tuition costs of books, stationery, clothes, shoes, school funds are the other set of disabling reasons seen by both the groups.

School factors like distance, unsuitable school timings, lack of relevance of curriculum emerge quite weakly. Teachers' negative attitudes are mentioned only by about half of Assam and Maharashtra parents and by a third in Tamil Nadu. Lack of women teachers and separate school for girls are among the most prominent school factors in almost all the states. Failure is stated by nearly half the parents and half the administrators in Tamil Nadu, by about 36 percent in Maharashtra and 20 percent of the parents in Madhya Pradesh and by 28 percent educational practitioners in Assam as a reason for dropout. It may be pointed out that while parents continue to send boys to school even if they fail, girls are usually withdrawn if they fail. Interviews with parents show that boys are sometimes sent to school because they are useless at home or are even a nuisance. Sending a girl to school means losing a work horse.

Table 4

**Parental Perceptions of Educational Practitioners About Reasons for  
Dropping Out Girls from School : State wise**

S. No.	Reasons	Respondents							
		Madhya Pradesh %	Orissa %	Haryana %	Assam %	Karnataka %	Tamil-nadu %	Maha-rashtra %	Kerala %
1	2	3	4	5	6	7	8	9	10
1.	Inability of parents to pay extra tuition fee/fund	35 (5)	14 (18)	36 (17)	64 (3)	35 (5)	8 (24)	37 (13)	17 (15)
2.	Inability of parents to provide clothes and shoes	27 (6)	18 (14)	40 (13)	71 (1)	35 (5)	19 (16)	37 (13)	32 (8)
3	Inability of parents to provide books	18 (12)	29 (8)	42 (12)	46 (8)	37 (4)	27 (13)	37 (13)	34 (7)
4.	Inability of parents to provide stationery	19 (11)	29 (8)	36 (17)	67 (2)	29 (9)	35 (11)	37 (13)	23 (10)
5	Inability of parents to provide food	12 (16)	21 (12)	38 (14)	57 (5)	26 (10)	19 (16)	37 (13)	23 (10)
6.	Helping parents in occupation	20 (8)	58 (2)	59 (6)	25 (14)	58 (2)	100 (1)	57 (6)	67 (1)
7.	Engaged in remunerative employment	20 (8)	58 (2)	44 (10)	16 (21)	33 (7)	96 (2)	57 (6)	45 (6)
8.	Domestic work	67 (3)	70 (1)	70 (2)	62 (4)	62 (1)	88 (4)	66 (1)	53 (3)
9.	Care of siblings	68 (2)	56 (4)	84 (1)	41 (9)	43 (3)	44 (8)	61 (2)	51 (5)
10.	Absence of support services viz Anganwadi, Balwadi, creches	20 (8)	17 (17)	56 (7)	22 (17)	5 (15)	19 (16)	44 (10)	16 (16)
11.	Early marriage	21 (7)	36 (7)	38 (14)	31 (10)	26 (10)	48 (7)	54 (9)	19 (13)

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S. No	Reasons	Respondents							
		Madhya Pradesh %	Orissa %	Haryana %	Assam %	Karnataka %	Tamil-nadu %	Maharashtra %	Kerala %
1	2	3	4	5	6	7	8	9	10
12	Social taboo and onset of puberty	18 (12)	23 (11)	43 (11)	21 (18)	22 (13)	79 (5)	57 (6)	14 (17)
13	Parental lack of motivation	58 (4)	39 (6)	62 (4)	49 (7)	25 (12)	89 (3)	59 (3)	52 (4)
14	Parental illiteracy	71 (1)	42 (5)	60 (5)	56 (6)	33 (7)	41 (10)	59 (3)	57 (2)
15	Lack of academic support/help from parents/family members/others	18 (12)	21 (12)	45 (9)	24 (15)	3 (22)	21 (15)	59 (3)	12 (18)
16	School far away	8 (21)	18 (14)	63 (3)	24 (15)	9 (14)	14 (20)	27 (18)	11 (19)
17	Unattractive school environment	7 (24)	12 (20)	51 (8)	26 (13)	5 (15)	14 (20)	- (-)	9 (20)
18	Unsuitable school timings	6 (23)	2 (24)	32 (20)	15 (25)	1 (24)	6 (25)	21 (19)	4 (23)
19	Lack of relevance of school curriculum	6 (23)	2 (24)	30 (21)	16 (21)	4 (19)	23 (14)	- (-)	8 (22)
20	No women teachers	11 (18)	18 (14)	21 (22)	19 (20)	14 (9)	19 (16)	38 (12)	4 (23)
21	Lack of separate schools	13 (15)	14 (14)	17 (24)	16 (21)	5 (15)	43 (9)	43 (11)	3 (25)
22	Teachers negative attitude	5 (25)	5 (21)	19 (23)	16 (21)	5 (15)	34 (12)	- (-)	8 (22)
23	Failure	10 (19)	3 (22)	12 (25)	28 (12)	1 (24)	52 (6)	- (-)	22 (12)
24	Illness of family members	10 (19)	3 (22)	35 (19)	21 (18)	4 (19)	13 (23)	- (-)	19 (13)
25	Own illness	12 (16)	29 (8)	38 (14)	31 (10)	2 (23)	14 (20)	- (-)	24 (19)
Total (N)		387	66	193	160	218	113		183

Group discussions and field observations bring out interactive factors of class-caste-gender causing dropout of the girls from schooling. It may be pertinent to mention that the factors for continuance are more or less common across the states (education of girls receiving equal attention in better off classes). As regards discontinuance every state and every district has its own set of problems, rooted in poverty and getting exerbated by the force of community related traditional practices of early marriage, social taboos restricting, almost prohibiting the movement of girls after puberty. It may be necessary to point out that while Scheduled Castes and Schedule Tribes face poverty and social discrimination as the major hurdle, the restrictions on women and girls among Muslim communities and negative attitudes to girls' education are more prominent.

The group discussions also bring out certain other school factors like lack of toilets, no boundary wall, irregular teachers. The parents feel diffident to send girls when there is no teacher present, male or female.

### **Reasons for Girls Non-Enrollment**

As for the phenomenon of dropout, sheer force of poverty, gender division of labour, and gender segregation appeared to hinder girls in getting into the educational system. In the case of non enrolled girls domestic work and helping parents in their occupation and remunerative work (employment) figure as the chief reasons in Tamil Nadu followed by Maharashtra. In unserved habitations and villages, the parents and the community members stated categorically that sending a girl to another village for schooling is neither practical nor safe, and, as field observation showed these unserved villages had very small, often scattered population with no developmental infrastructure whatsoever, no all weather roads, no water, no electricity, no schools, no PHCs, not even a post office. Therefore nonenrolment phenomenon for girls is caused by a combination of typographical and developmental factors in addition to poverty related and cultural factors. Additionally, the urban slums studied showed that children in these slums had very poor access. Likewise children of migrant groups of refugees, nomadic and seasonal labour had difficulties for lack of schooling facility. Refer Tables 5 and 6

Among Muslim communities whether rural or urban based, the hold of tradition is strong, sex segregation, restrictions on movement of girls and women, the over all low literacy and poor economic standing, militate against girls acquiring any education. It is interesting to note that while one notices many variations among the Scheduled Castes and even the Scheduled Tribes groups across the country, resistance to education of girls and the restrictions on women were the same be it among the Mopallas of Kerala, on the Muslims of Maharashtra, Tamil Nadu, Kamataka or Assam. The only difference one noticed was that there was no *purdah* being observed by immigrant Muslim women in Assam. Three major demands of this community are separate schools for girls, women teachers and Urdu medium



Table 5

*Parental Perceptions About Reasons for Non-Enrollment of Girls in School :  
State wise*

S. No.	Reasons	Respondents									
		Madhya Pradesh %	Orissa %	Haryana %	Assam %	Karnataka %	Tamil-nadu %	Maha-rashtra %	Kerala %		
1	2	3	4	5	6	7	8	9	10		
1	Inability of parents to pay extra tuition fee/fund	44 (5)	35 (7)	57 (4)	42 (5)	5 (14)	35 (7)	56 (10)	-		
2	Inability of parents to provide clothes and shoes	64 (2)	45 (3)	53 (5)	46 (2)	12 (6)	21 (10)	76 (2)	-		
3	Inability of parents to provide books	43 (6)	58 (1)	53 (5)	27 (9)	8 (11)	17 (11)	77 (1)	-		
4	Inability of parents to provide stationery	31 (7)	38 (5)	51 (8)	44 (3)	5 (14)	27 (8)	64 (3)	-		
5	Inability of parents to provide food	8 (13)	33 (8)	30 (10)	43 (4)	6 (12)	10 (13)	63 (4)	-		
6	Helping parents in occupation	51 (4)	11 (15)	44 (9)	- (17)	12 (6)	89 (2)	59 (8)	-		
7	Engaged in remunerative employment	6 (14)	6 (17)	23 (11)	8 (15)	6 (12)	52 (6)	60 (6)	-		
8	Domestic work	60 (1)	51 (2)	75 (1)	28 (8)	25 (2)	94 (1)	57 (9)	-		
9	Care of siblings	29 (9)	29 (9)	53 (5)	17 (14)	15 (4)	81 (3)	53 (12)	-		
10	Lack of parental motivation	53 (3)	41 (4)	62 (3)	34 (6)	25 (2)	79 (4)	56 (10)	-		

Contd

Table 5 (contd.)

**Parental Perceptions About Reasons for Non-Enrollment of Girls in School :  
State wise**

S. No.	Reasons	Respondents							
		Madhya Pradesh %	Orissa %	Haryana %	Assam %	Karnataka %	Tamil-nadu %	Maha-rashtra %	Kerala %
1	2	3	4	5	6	7	8	9	10
11	Parents Illiteracy	31 (7)	36 (6)	67 (2)	32 (7)	27 (1)	78 (5)	60 (6)	
12	Non-availability of school/NFE centres close to habitation	10 (11)	24 (10)	8 (15)	4 (16)	3 (16)	8 (15)	62 (5)	-
13	Unsuitable school timings	1 (17)	8 (16)	8 (15)	69 (1)	2 (17)	1 (17)	45 (14)	-
14	No women teachers	16 (10)	19 (12)	16 (12)	23 (13)	10 (9)	13 (12)	47 (13)	-
15	Lack of separate school for girls	6 (14)	21 (11)	14 (13)	27 (10)	9 (10)	2 (16)	41 (15)	-
16	Lack of support services such as as Anganwadi, Balwadis, and Creches	4 (15)	16 (14)	7 (17)	27 (10)	12 (6)	27 (8)	41 (15)	-
17	Cultural factors such as early marriage, social taboos and customs, segregation of women, purdah etc	9 (12)	18 (13)	14 (13)	27 (10)	15 (4)	10 (14)	33 (17)	-
Total (N)		5130	1125	999	1081	1322	1015	1342	

**Table 6**  
**Perceptions of Educational Practitioners About Reasons for Non-Enrollment of Girls in School : State wise**

S No	Reasons	Respondents									
		Madhya Pradesh %	Orissa %	Haryana %	Assam %	Karnataka %	Tamil-nadu %	Maha-rashtra %	Kerala %		
1	2	3	4	5	6	7	8	9	10		
1	Inability of parents to pay extra tuition fee/fund	42 (6)	20 (12)	40 (7)	54 (5)	36 (5)	9 (16)	44 (7)	-		
2.	Inability of parents to provide clothes and shoes	30 (7)	21 (11)	36 (9)	68 (1)	31 (8)	25 (12)	44 (7)	-		
3	Inability of parents to provide books	21 (8)	32 (7)	36 (9)	29 (10)	35 (6)	29 (8)	44 (7)	-		
4	Inability of parents to provide stationery	17 (10)	32 (8)	36 (9)	64 (3)	22 (11)	36 (7)	44 (7)	-		
5	Inability of parents to provide food	15 (11)	23 (10)	38 (8)	51 (7)	26 (9)	18 (14)	44 (7)	-		
6	Helping parents in occupation	18 (9)	55 (5)	35 (12)	30 (9)	48 (2)	89 (3)	61 (4)	-		
7.	Engaged in remunerative employment	67 (4)	47 (6)	65 (3)	25 (11)	26 (9)	54 (6)	61 (4)	-		
8	Domestic work	58 (5)	74 (1)	45 (6)	52 (6)	59 (1)	96 (1)	65 (2)	-		
9	Care of siblings	71 (2)	65 (4)	92 (1)	38 (8)	39 (3)	96 (1)	64 (3)	-		
10.	Lack of parental motivation	76 (1)	70 (2)	70 (2)	60 (4)	34 (7)	87 (4)	87 (1)	-		

Contd

Table 6 (contd.)

**Perceptions of Educational Practitioners About Reasons for Non-Enrollment of Girls in School : State wise**

S. No	Reasons	Respondents							
		Madhya Pradesh %	Orissa %	Haryana %	Assam %	Karnataka %	Tamil-nadu %	Maha-rashtra %	Kerala %
1	2	3	4	5	6	7	8	9	10
11	Parents illiteracy	69 (3)	67 (3)	51 (5)	66 (2)	39 (3)	84 (5)	60 (6)	-
12	Non-availability of school/NFE centres close to habitation	9 (13)	17 (13)	65 (4)	15 (17)	4 (16)	28 (9)	9 (17)	-
13	Un-suitable school timings	6 (16)	17 (13)	21 (16)	16 (15)	3 (17)	7 (17)	24 (16)	-
14	No women teachers	9 (15)	29 (9)	7 (17)	17 (14)	15 (13)	26 (11)	34 (14)	-
15	Lack of separate school for girls	11 (12)	12 (15)	24 (14)	16 (16)	12 (14)	20 (13)	34 (14)	-
16	Lack of support services such as Anganwadi, Balwadis, and Creches	9 (13)	12 (15)	22 (15)	19 (13)	16 (12)	27 (10)	36 (12)	-
17	Cultural factors such as early marriage, social taboos and customs, segregation of women purdah etc	6 (16)	3 (17)	34 (13)	22 (12)	11 (15)	17 (15)	35 (13)	-
Total (N)		387	66	193	160	218	113	304	

## **Drop out and Non-Enrolled Girls**

The study brings out that the dropout and non enrolled girls belong largely to Scheduled Caste and Scheduled Tribe families and to other backward and minority groups. These families are poor, landless, assetless and the parents are mostly illiterate, and hence apathetic to their own situation and are struggling to sustain even physical life itself. Majority of the dropout and never enrolled girls were either first or second born and came from large sized families. The burden of domestic work and sibling care falls on their shoulders as both of their parents are out to work. The adult role of the mother and the responsibility it entails, in this event falls on the tender shoulders of the girl child.

Some of the interviews with drop out girls brought out some poignant facts. The families are unable to provide basic nourishment and the girl child is not in a position to continue the schooling with dire hunger. The parents leave the households at dawn to look for work and no food is cooked in the morning. The children fend for themselves and even if they do go to school, they run away during the recess for they are hungry. Their mothers don't pack any tiffins as among middle classes. Mal-nourishment and poor health care makes these girls sickly enough to not get into school and to dropout. However, the dropout girls are desirous of resuming their studies, if given a chance. Nearly all of them had liked their schools and their teachers and remember receiving help from their teachers when needed.

It was heart rending to see and experience poverty in its most naked form. In some tribal and other households, there was at times only one saree or cloth to cover more than one female in the household. Sending out a girl means expense on her clothes. In the event of scarcity, they prefer to spend on boys as a long term investment, for girls are temporary members of their household and any expenditure on them is a loss. We give them food, is it not enough, what will they give us if we educate them?

Interviews with the dropout girls showed that majority of them would like to return to education if given another chance, even though they were not very sure of parental approval and motivation in this matter. Likewise, the never enrolled girls expressed their desire for education; those in locations where there are schools and see other girls going express their desire more strongly. The programmes most desired for the older among these girls were income generation and literacy programmes in that order, as expressed by the parents. The above findings have major policy and programme implications in the area of non formal education for out of school girls.

The dropouts had liked learning language the most and had difficulty in coping with mathematics and science (environmental studies). Maths teaching needs to be looked into both in the formal school and in the NFE centres.

## Utility of Girls' Education

The study being of the policy intervention into UPE of girls, the question of whether to educate girls or no was not opened with the parents and the communities at all. Instead, nine positive gains of educating girls were presented to the parents, the community members and the educational practitioners the teachers and the administrators.

Interviews and group discussion show one thing very clearly :that the parents and other community members now want girls to be educated. It was a welcome change from yester years when education was seen as having a negative impact on girls. They all tend to see a definite relationship between education, earning and self worth. It is primarily their pecuniary circumstances that pose a hindrance. Yes, if the money available is less, it is invested in the education of boys as future investment. Spending on girls' education is seen as infructuous as the gains would accrue to another household. Refer Tables 7, 8 and 9

As Table 8 shows that parents see education as developing a positive self image and confidence among girls, prepares them for economic contribution, and that educated girls can improve the health and nutritional status of children, will ensure education of future generations and will have smaller families. That education will make girls and women aware of their rights, will prepare them for leadership roles and decision making, will help in raising age at marriage and reduce maternal mortality appeals to comparatively fewer of parents.

The interstate differences are interesting, with Tamil Nadu, Karnataka parents appearing to be most aware and responsive. The states are arranged from lowest to highest female literacy rate. There does not appear to be any relationship between female literacy level of a state and the parental responses. The case of Kerala parents is intriguing and revealing. Perhaps, age at marriage, infant and child mortality, family size are issues already resolved, and education preparing women for leadership and decision making receives almost nil response on account of corresponding gender role perceptions for women

It is important to note that as compared to the parents who are illiterate or lower educated, the responses of the educational practitioners show greater awareness, appreciation and understanding. The community leaders were also able to appreciate the various positive effects of educating girls on the girls themselves and through them on quality of life of the family and the communities.

**Table 7**  
**Parental Perceptions on Utility of Girls Education : State wise**

S No.	Reasons	Respondents															
		Madhya Pradesh		Orissa		Haryana		Assam		Karnataka		Tamil- nadu		Maha- rashtra		Kerala	
		%		%		%		%		%		%		%		%	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Develops a positive self image and confidence among girls	66	(2)	94	(1)	78	(1)	54	(3)	85	(2)	97	(2)	66	(2)	64	(1)
2	Prepares girls for economic contribution	69	(1)	63	(2)	67	(2)	77	(1)	87	(1)	98	(1)	51	(5)	55	(2)
3	Can improve health and nutritional status of children	26	(5)	50	(3)	60	(4)	35	(4)	82	(3)	84	(5)	72	(1)	25	(4)
4	Will ensure education of future generations	48	(3)	28	(6)	63	(3)	63	(2)	73	(4)	97	(2)	54	(4)	42	(3)
5	Will make girls and women aware of their rights	21	(7)	35	(5)	41	(7)	35	(4)	57	(7)	67	(7)	47	(7)	19	(5)
6	Helps raise age at marriage and reduce maternal, infant and child mortality	20	(8)	38	(4)	48	(6)	29	(8)	62	(6)	76	(6)	46	(6)	1	(8)
7	Helps in reducing the family size	39	(4)	27	(7)	50	(5)	33	(7)	66	(5)	92	(4)	60	(3)	2	(7)
8	Will prepare girls for leadership roles in society	14	(9)	27	(7)	28	(9)	34	(6)	53	(9)	57	(8)	47	(7)	3	(6)
9	Will prepare girls for participation and decision-making process in all walks of life e.g. family, panchayats, municipalities and legislature	26	(5)	4	(9)	30	(8)	17	(9)	55	(8)	30	(9)	47	(7)	1	(8)
Total (N)		5130		1125		999		1081		1322		1015		1342		1039	

**Table 8**  
**Perceptions of Educational Practitioners on Utility of Girls Education :**  
**State wise**

S. No.	Reasons	Respondents									
		Madhya Pradesh	Orissa	Haryana	Assam	Karnataka	Tamil-nadu	Maha-rashtra	Kerala		
		%	%	%	%	%	%	%	%		
1	2	3	4	5	6	7	8	9	10		
1.	Develops a positive self image and confidence among girls	65 (2)	17 (9)	85 (6)	75 (4)	81 (1)	96 (2)	78 (4)	80 (3)		
2	Prepares girls for economic contribution	45 (3)	73 (2)	76 (8)	77 (3)	81 (1)	96 (2)	57 (8)	74 (6)		
3.	Can improve health and nutritional status of children	20 (5)	77 (1)	77 (7)	66 (5)	64 (6)	88 (5)	54 (9)	83 (2)		
4.	Will ensure education of future generations	39 (4)	71 (3)	76 (8)	78 (2)	80 (3)	98 (1)	79 (3)	86 (1)		
5	Will make girls and women aware of their rights	20 (5)	68 (6)	97 (1)	63 (6)	67 (5)	85 (8)	81 (1)	80 (3)		
6	Helps raise age at marriage and reduce maternal, infant and child mortality	16 (9)	70 (5)	97 (1)	58 (7)	62 (7)	30 (9)	81 (1)	77 (5)		
7	Helps in reducing the family size	68 (1)	71 (3)	95 (5)	49 (9)	76 (4)	94 (4)	78 (4)	65 (7)		
8.	Will prepare girls for leadership roles in society	18 (8)	65 (7)	96 (4)	55 (8)	61 (8)	87 (6)	74 (6)	63 (9)		
9.	Will prepare girls for participation and decision-making process in all walks of life e.g. family, panchayats, municipalities and legislature	19 (7)	61 (8)	97 (1)	97 (1)	56 (9)	86 (7)	58 (7)	64 (8)		
Total (N)		387	66	193	195	218	113	388	183		



**Table 9**  
**Perceptions of Opinion Leaders on Utility of Girls Education : State wise**

S. No	Reasons	Respondents									
		Madhya Pradesh %	Orissa %	Haryana %	Assam %	Karnataka %	Tamil-nadu %	Maha-rashtra %	Kerala %		
1	2	3	4	5	6	7	8	9	10		
1	Develops a positive self image and confidence among girls	64 (1)	77 (1)	76 (9)	76 (3)	91 (3)	89 (3)	61 (7)	90 (2)		
2	Prepares girls for economic contribution	52 (3)	86 (1)	94 (1)	80 (2)	95 (2)	93 (1)	53 (9)	78 (6)		
3	Can improve health and nutritional status of children	20 (7)	43 (4)	91 (4)	59 (5)	81 (4)	64 (5)	64 (5)	78 (6)		
4	Will ensure education of future generations	33 (5)	48 (3)	93 (3)	56 (6)	98 (1)	93 (1)	68 (1)	94 (1)		
5	Will make girls and women aware of their rights	18 (8)	37 (5)	91 (4)	67 (4)	67 (9)	64 (5)	66 (2)	86 (3)		
6	Helps raise age at marriage and reduce maternal, infant and child mortality	15 (9)	19 (8)	86 (6)	93 (1)	72 (8)	71 (4)	66 (2)	74 (9)		
7	Helps in reducing the family size	57 (2)	24 (7)	86 (6)	56 (6)	79 (5)	64 (5)	66 (2)	76 (8)		
8	Will prepare girls for leadership roles in society	22 (6)	24 (7)	81 (8)	52 (8)	77 (6)	61 (8)	65 (5)	86 (3)		
9	Will prepare girls for participation and decision-making process in all walks of life e.g. family, panchayats, municipalities and legislature	37 (4)	33 (6)	94 (1)	44 (9)	74 (7)	57 (9)	60 (8)	79 (5)		
Total (N)		153	21	160	54	13	28	111	86		

## **Gender Equality**

In all 13 positive statements were included for comment by parents, educational practitioners and community leaders in the interview schedules. In addition guidelines for group discussions contained items for core indepth analysis of status and position accorded to females from birth onwards.

From birth celebrations to socialization practices, local rituals and beliefs, customs like early marriage, dowry, widow re-marriage, share of women in family decision making, their participation in formal rituals rites, division of labour and political participation were included in the enquiry.

As tables 10, 11 and 12 show there appears formal agreement that boys and girls need to be given equal food, equal health and medical care and equal education. However, 30 to 40 percent parents from Orissa and Maharashtra do not subscribe to equal education

In Maharashtra more than one third parents do not agree that equal amount of food or equal health care and medical attention are warranted for both boys and girls. Field observation showed girls were more under-nourished than boys and when a mother was posed a more indirect question that if she has some ghee (refined butter) who would she give it to. The response recorded was "Of course to my boy". When asked, why? The reply was "what would the girl do with it".

Likewise a majority of the parents do not subscribe to equal freedom for girls and boys. The most favourable responses are noted in Tamil Nadu followed by Maharashtra. As regards equal time to play, nearly three fourth parents in Haryana and Karnataka give favourable responses and surprisingly only 32 percent parents each in Orissa and Kerala agree to provide the girls equal time to play.

Despite disclaimers from the parents, dropout and never enrolled girls expressed that their parents do discriminate against them in food, clothes, books, play and even family outings compared to their brothers.

The more alarming part is the negative responses about the equal capabilities and abilities of girls in handling similar duties and responsibilities, equal performance, having similar intelligence and abilities and entering similar occupations. Parents from Tamil Nadu give, relatively, more egalitarian responses

### *Planning for UPE of Girls and Women's Empowerment*

In all states/districts, parents expressed higher educational aspirations for their sons compared to daughters and stereotyped and lower occupational aspirations for their daughters.

Equal wages, shared decision making and work in the family and joint ownership of assets receive low positive responses hence become important issues for awareness generation and gender sensitization.

In order to have a birds eye view of the gender role perception, a gender equality score was computed by dividing total number of egalitarian responses with the total number of respondents. The Gender Equality Score (GES) would range from 0-13. The (GES) for parents are lower ranging from 7.08 to 9.86 compared to educational practitioners where, excepting Orissa, the scores range from 9.62 to 11.82. Tamil Nadu appears to lead among all three groups, the parents, the practitioners and the community leaders.

Group discussions and field observation revealed many areas of discrimination such as differential reception given to a female new born, differential treatment given to women and girls negating their self image and self confidence. Many a times, parents remarked that dowry and wedding expenses are formidable and hence a major disincentive in giving girls an equal share in property.

Strong son preference and decimation of female population before birth, during infancy and childhood are the consequence of the social evil of dowry and reluctance to give property to daughters. In Assam where dowry does not exist, sex ratio is still unfavourable, although there is a claim by the educational practitioners that there is no discrimination practised against females.

In Kerala, where female literacy and sex ratio are the highest in the country and IMR and CMR are low, age at marriage is high, field work brought out the unpleasant fact of dowry acquiring a menacing proportion, women suffering from the double burden of paid and unpaid work with no share in family or political decision making. Before the Gender Studies were launched in Kerala, the Pre-appraisal Mission of the World Bank had declared that all was well in Kerala as regards UPE and hence no gender interventions shall be required.

The case of Kerala is somewhat like Japan and shows that female literacy does not on its own lead to women's equality and empowerment without making conscious interventions into the content and process of education and all other social, economic and political processes.

**Table 10**  
**Parental Perceptions About Gender Equality : State wise**

S. No	Reasons	Respondents							
		Madhya Pradesh	Orissa	Haryana	Assam	Karnataka	Tamil-nadu	Maha-rashtra	Kerala
		%	%	%	%	%	%	%	%
1	2	3	4	5	6	7	8	9	10
1	Girls and boys need equal education	91 (3)	59 (5)	70 (4)	81 (4)	82 (2)	83 (5)	71 (1)	96 (3)
2	Both need to be given equal amount of food	97 (1)	93 (1)	81 (1)	90 (1)	88 (1)	99 (1)	66 (2)	97 (2)
3.	Both need to be given equal health care & medical attention when needed	95 (2)	90 (2)	78 (2)	90 (1)	64 (3)	99 (1)	64 (4)	98 (1)
4	Both can be assigned the same duties/ responsibilities	61 (5)	59 (5)	57 (7)	48 (12)	50 (9)	71 (10)	47 (12)	43 (11)
5	Both should be given the same freedom	49 (10)	27 (13)	58 (6)	49 (11)	53 (5)	73 (10)	60 (5)	39 (12)
6	Both should be given equal time to play	58 (6)	32 (12)	75 (3)	54 (10)	56 (4)	74 (8)	57 (8)	32 (13)
7	Both can perform all tasks equally well	44 (11)	41 (8)	59 (5)	64 (7)	52 (7)	64 (11)	54 (10)	65 (8)

*Planning for UPE of Girls and Women's Empowerment*

S. No	Reasons	Respondents							
		Madhya Pradesh %	Orissa %	Haryana %	Assam %	Karnataka %	Tamil-nadu %	Maha-rashtra %	Kerala %
1	2	3	4	5	6	7	8	9	10
8.	Both can have similar occupations	38 (13)	40 (9)	48 (10)	61 (8)	46 (12)	76 (7)	54 (10)	52 (10)
9	Both have same intelligence and abilities	42 (12)	45 (7)	55 (9)	59 (9)	48 (11)	92 (4)	65 (3)	66 (7)
10	Men and women should be paid equal wages	55 (8)	80 (3)	56 (8)	83 (3)	52 (7)	44 (12)	58 (6)	76 (6)
11	Husband & wife should take all decisions jointly	63 (4)	65 (4)	46 (11)	65 (6)	53 (5)	94 (3)	57 (8)	88 (4)
12.	Household work must be shared by all members of the household	53 (9)	40 (9)	42 (13)	81 (4)	49 (10)	81 (6)	58 (6)	78 (5)
13.	Assets of the family should be registered in joint names of husband and wife	58 (6)	36 (11)	44 (12)	41 (13)	45 (13)	39 (13)	49 (11)	61 (9)
Total (N)		5130	1125	999	1081	1322	1015	1342	1039
Gender Equality Score		8.03	7.08	7.68	8.65	7.38	9.86	7.60	8.92

Table 11

*Perceptions of Education Practitioners About Gender Equality : State wise*

S. No.	Reasons	Respondents															
		Madhya Pradesh		Orissa		Haryana		Assam		Karnataka		Tamil-nadu		Maha-rashtra		Kerala	
		%		%	%	%	%	%	%	%	%	%	%	%	%	%	
1	2	3	4	5	6	7	8	9	10								
1	Girls and boys need equal education	96 (1)	42 (6)	71 (12)	84 (1)	94 (1)	100 (1)	89 (2)	96 (1)								
2	Both need to be given equal amount of food	94 (2)	42 (6)	84 (9)	86 (2)	92 (2)	98 (1)	88 (1)	83 (6)								
3.	Both need to be given equal health care & medical attention when needed	90 (4)	41 (8)	91 (3)	86 (2)	91 (3)	99 (2)	83 (9)	46 (1)								
4	Both can be assigned the same duties/responsibilities	91 (3)	39 (10)	77 (10)	69 (9)	72 (10)	87 (11)	59 (11)	69 (10)								
5.	Both should be given the same freedom	82 (9)	45 (7)	75 (11)	70 (8)	82 (4)	76 (12)	84 (6)	75 (8)								
6	Both should be given equal time to play	88 (6)	41 (8)	87 (6)	73 (6)	81 (5)	88 (9)	84 (6)	79 (7)								
7.	Both can perform all tasks equally well	81 (10)	45 (1)	85 (8)	62 (12)	76 (9)	91 (7)	58 (13)	70 (9)								

*Planning for UPE of Gals and Women's Empowerment*

S. No.	Reasons	Respondents							
		Madhya Pradesh %	Orissa %	Haryana %	Assam %	Karnataka %	Tamil-nadu %	Maha-rashtra %	Kerala %
1	2	3	4	5	6	7	8	9	10
8	Both can have similar occupations	74 (13)	38 (11)	90 (4)	67 (11)	72 (10)	91 (7)	59 (11)	61 (13)
9.	Both have same intelligence and abilities	76 (12)	33 (12)	90 (4)	68 (10)	78 (6)	94 (6)	71 (10)	66 (12)
10.	Men and women should be paid equal wages	85 (7)	45 (1)	94 (2)	81 (4)	72 (10)	88 (9)	85 (5)	85 (5)
11	Husband & wife should take all decisions jointly	89 (5)	44 (5)	95 (1)	77 (5)	78 (6)	98 (3)	90 (1)	92 (3)
12.	Household work must be shared by all members of the household	83 (8)	39 (10)	87 (6)	72 (7)	78 (6)	97 (5)	89 (2)	92 (3)
13.	Assets of the family should be registered in joint names of husband and wife	78 (11)	45 (1)	66 (13)	59 (13)	49 (12)	75 (13)	83 (8)	68 (11)
Total (N)		387	66	193	195	218	113	388	183
Gender Equality Score		11.07	5.27	10.92	9.62	10.28	11.82	10.20	10.32

**Table 12**  
**Perceptions of Opinion Leaders of the Community About Gender Equality :**  
**State wise**

S. No.	Reasons	Respondents							
		Madhya Pradesh	Orissa	Haryana	Assam	Karnataka	Tamil-nadu	Maharashtra	Kerala
		%	%	%	%	%	%	%	%
1	2	3	4	5	6	7	8	9	10
1	Girls and boys need equal education	89 (2)	42 (6)	93 (2)	98 (1)	98 (2)	85 (3)	77 (1)	99 (1)
2	Both need to be given equal amount of food	90 (1)	42 (6)	94 (1)	98 (1)	95 (3)	100 (1)	77 (1)	99 (1)
3	Both need to be given equal health care & medical attention when needed	87 (3)	41 (8)	92 (3)	98 (1)	100 (1)	100 (1)	65 (9)	97 (3)
4	Both can be assigned the same duties/responsibilities	52 (6)	39 (10)	74 (10)	89 (9)	86 (5)	61 (6)	59 (11)	80 (9)
5	Both should be given the same freedom	62 (5)	45 (1)	64 (12)	87 (10)	70 (12)	54 (9)	61 (10)	61 (13)
6	Both should be given equal time to play	65 (4)	41 (8)	76 (8)	91 (7)	84 (7)	57 (7)	68 (7)	88 (7)
7	Both can perform all tasks equally well	33 (13)	45 (1)	76 (8)	83 (11)	84 (7)	43 (15)	47 (13)	77 (12)



*Planning for UPE of Girls and Women's Empowerment*

S No	Reasons	Respondents							
		Madhya Pradesh %	Orissa %	Haryana %	Assam %	Karnataka %	Tamil- nadu %	Maha- rashtra %	Kerala %
1	2	3	4	5	6	7	8	9	10
8	Both can have similar occupations	34 (12)	38 (12)	64 (12)	93 (5)	72 (11)	54 (9)	54 (12)	78 (10)
9	Both have same intelligence and abilities	37 (11)	33 (13)	83 (7)	81 (12)	88 (4)	57 (7)	76 (4)	83 (8)
10	Men and women should be paid equal wages	42 (10)	45 (1)	88 (5)	91 (7)	81 (9)	50 (11)	72 (5)	93 (5)
11	Husband & wife should take all decisions jointly	48 (7)	44 (5)	92 (3)	93 (5)	86 (5)	79 (4)	77 (1)	95 (4)
12	Household work must be shared by all members of the household	46 (8)	39 (10)	88 (5)	98 (1)	81 (9)	75 (5)	71 (6)	90 (6)
13	Assets of the family should be registered in joint names of husband and wife	44 (9)	45 (1)	73 (11)	81 (12)	63 (13)	46 (12)	68 (7)	78 (10)
Total (N)		153	21	160	54	43	28	111	86
Gender Equality Score		7.30	17.05	10.56	11.81	10.88	8.61	8.72	11.37

## **CONCLUSION**

### **Proposed Programme Interventions**

1. School Mapping keeping in view special requirements of girls.
2. Multiple Delivery System
  - (i) Opening of junior primary/part schools, NFE centres, voluntary schools for schoolless habitations and villages
  - (ii) Access of girls to post-primary and secondary education completing primary or middle schools through upgradation of primary schools (relaxation of 3 km. norm)
  - (iii) Distance mode/open school
  - (iv) Residential schools for girls in each block headquarters.
3. Bicycles to be provided to girls completing primary schooling for attending middle/high school. This scheme may cause a mini-revolution in making girls physically and mentally mobile and confident. This scheme is being implemented in Tribal Welfare Development blocks in Madhya Pradesh. In a Ratlam tribal village, there was a lone girl who had completed primary education. Her eyes lit up when asked, would she like to go to a middle school, if she had a bike. With or without bicycle, she wanted to study more.
4. Social mobilisation for girls education
  - Girl child campaigns
  - Increasing parental awareness and participation in educational management.
  - Mobilising women, Panchayats, youth, teacher organisation and NGO.
  - Media campaigns
5. TLS/adult education efforts to be intensified to remove parental illiteracy, a major hurdle to enrolment and retention of girls.
6. Inter-departmental committee to be headed by the District Collector with DEO as member secretary to ensure:
  - i Provision of drinking water within residence/habitation to save female energy and girls' time
  - ii Provision of non-conventional eco-friendly fuel, e.g. biogas to save forests and women and girls from walking with head loads of firewood. Not only animal dung (which keeps girls and women busy,

collecting and making cow-dung cakes for fuel) but even human excreta can be utilised for generating gas. A combination of Sulabh Shauchalaya and biogas plants could serve community needs and save the school time of girls.

7. Out-of-school adolescent girls need to be reached through NFI, condensed courses of Central Social Welfare Board, Open School and Balika Yojna (scheme for adolescent girls combining literacy, health and nutrition education and income-generating skill, Department of Women and Child Development, MHRD), to ensure that they complete primary and upper primary education.
8. Intensification of poverty removal and rural development programmes in low female literacy DPSP districts and complementary strategy (coordination at the state level by Chief Secretaries and District Collectors at the district level). Poor economic condition of parents is a major hinderance to educational participation of girls. Special programmes to be directed at women through DWCRA and setting up of women's cooperatives and women's banks. The reasons for low educational participation of girls are systemic and hence cannot be handled by education alone.
9. Studies may be mounted to assess the level of readiness of communities and states to enforce compulsory education laws Tamil Nadu had taken an initiative and all children are getting a free noon meal and even free books and uniforms.
10. In Madhya Pradesh and elsewhere it was noticed that girls are withdrawn at the onset of puberty. Education on management of menarche and reproductive functions for girls (the latter for boys too) should be proceeded by provision of separate toilets for girls in primary and middle schools.
11. Convergence of Services: UEE, ECCE/ICDS linkages to be forged and operationalised by increasing ECCE coverage and coordinating timings and proximity to the extent possible.
12. Special schemes to be formulated to prepare women teachers for rural areas from rural areas Madhya Pradesh is considering launching of Shiksha Karmi Programmes with focus on training and upgrading primary, middle pass local persons/girls for teaching in remote areas. Urban women who commute daily to rural areas neither feel themselves as a part of local people nor have the time to interact with them.
13. Incentives like free books, free stationery, uniforms, shoes, waiving off of all extra tuition levies, are demanded by the parents and village community. A major review of the existing schemes should be carried out before offering such package on a large scale.

## **14. Research and Development**

### **A. Research**

- i. Study of the impact of existing incentive schemes on enrolment and retention of girls
- ii. Study of socialisation patterns and practices derogatory to status of women and to appropriate development of the girl child.
- iii. Study of innovative programmes of girls' education.
- iv. Study of role of teacher in development of a positive self image in the girl child.
- v. Study of gender role perceptions of teachers, teacher educators, educational administrators and community leaders.

### **B. Development**

- i. Removal of gender bias from textbooks and other learning materials for primary (formal, non-formal) and TLC by (a) providing guidelines for gender equality to DPEP administrators, curriculum developers, textbook writers, teacher educators, NFE workers, literacy workers and ECCE workers, (b) developing gender sensitisation materials for orientation of educational personnel and the community - parents, women's groups, Mahila Mandals, VECs, Panchayats; and (c) developing of girl child campaign materials.
- ii. Preparation of gender inclusive exemplar materials for primary (formal, non formal) and TLC.
- iii. Preparation of handbooks of teachers.
- iv. Development of tools for monitoring of girls' education and women's empowerment in DPEP.
- v. Preparation of inputs for pre-service and inservice training of teachers (based on analysis of existing teacher education programmes).

### **C. Training and Extension**

Training workshops of trainers at state level, multilevel, integrated (state, district, block, village and community).

## **Data Base on Education of Girls and Women**



# DISTRIBUTION OF POPULATION - 1991

S No	States\UTs	Population		Sex Ratio	Population		Sex Ratio (0-6 Years)	%S C Pop		%S T Pop
		Males	Females		Males	Females		%S C Pop	%S T Pop	
1	Andhra Pradesh	33724581	32783427	927	5551959	5412429	975	15.93	6.31	
2	Arunachal Pradesh	465004	399554	859	92156	90469	982	0.47	63.66	
3	Assam	11657989	10756333	923	2238599	2182912	975	7.4	12.82	
4	Bihar	45202091	41172374	911	9065869	8698317	959	14.56	7.66	
5	Goa	594790	575003	967	69910	67406	964	2.08	0.03	
6	Gujarat	21335209	19954373	934	3543374	3286983	928	7.41	14.92	
7	Haryana	8827474	7636174	865	1663350	1461823	879	19.75		
8	H P	2617467	2553410	976	430666	409755	951	25.34	4.22	
9	J & K	N A	N A	N A	N A	N A	N A	N A	N A	
10	Karnataka	22951917	22025284	960	3815832	3661779	960	16.38	4.26	
11	Kerala	14288995	14809523	1036	1959527	1877373	958	9.92	1.1	
12	Madhya Pradesh	34267293	31913877	931	6706104	6385466	952	14.54	23.27	
13	Maharashtra	40825618	38111569	934	6939044	6565492	946	11.1	9.27	
14	Manipur	938359	898790	958	155308	151309	974	2.02	34.41	
15	Meghalaya	907687	867091	955	198261	195468	986	0.51	85.53	
16	Mizoram	358978	330778	921	65141	63132	969	0.1	94.75	
17	Nagaland	641282	568264	886	104102	103385	993		87.7	
18	Orissa	16064146	15595590	971	2719219	2628282	966	16.2	22.21	
19	Punjab	10778034	9503935	882	1763452	1542793	875	28.31		
20	Rajasthan	23042780	20963210	910	4622750	4236742	916	17.29	12.44	
21	Sikkim	216427	190030	878	37994	36653	965	5.93	22.36	
22	Tamil Nadu	28298975	27559971	974	3823011	3625048	948	19.18	1.03	
23	Tripura	1417930	1339275	945	252724	244398	967	16.36	30.95	
24	Uttar Pradesh	74036957	65075330	879	14627899	13571724	928	21.04	0.21	
25	West Bengal	35510633	32567332	917	5879284	5683013	967	23.62	5.6	
26	A & N Islands	154369	126292	818	23497	22852	972		9.54	
27	Chandigarh	358614	283401	790	50431	45339	889	16.51		
28	D & N Haveli	70953	67524	952	14078	14259	1013	1.97	78.99	
29	Daman & Diu	51595	49991	969	8060	7718	957	3.83	11.54	
30	Delhi	5155512	4265132	827	839421	767975	915	19.05		
31	Lakshdweep	26618	25089	943	4877	4587	940		93.15	
32	Pondicherry	408081	399704	979	56252	54143	962	16.25		
	India	435216358	403367630	927	77322151	73099024	945	16.73	7.95	
	Source	Census of India, 1991								

### Literacy Rates by sex, India - 1901 to 1991

Census Year	Percentage of literates to total population		
	Males	Females	Persons
(1)	(2)	(3)	(4)
1901	9.83	0.69	5.35
1911	10.56	1.05	5.92
1921	12.21	1.81	7.16
1931	15.59	2.93	9.50
1941	24.90	7.30	15.10
1951	27.16	8.86	18.33
1961	40.40	15.34	28.31
1971	45.95	21.97	34.45
1981	58.37	29.75	43.56
1991	64.13	39.29	52.21

Note : 1. For the years 1901 to 1941, figures relate to total population. For the years 1951 to 1971, the figures  
2. The 1981 figures exclude Assam where the 1981 census was not conducted and the 1991 figures exclude Jammu & Kashmir where the 1991 census was not conducted.

Source: 1. Census of India 1991, Paper 1 of 1991, provisional Population Totals, Registrar General and Census Commissioner, India.  
2. Census of India 1991, Series - 1 India, Paper 1 of 1991, Provisional Population Totals, Registrar General and Census Commissioner, India.  
3. Census of India 1991, Series-1 India, Paper 2 of 1992, Final Population Totals: Brief analysis of Primary Census Abstract, Registrar General and Census



**Percentage Distribution of Literates by Sex and completed level of Education,  
India (Total, Rural, Urban) - 1971-1981 & 1991**

Educational Level	Rural/ Urban/ Total	Males			Females		
		1971	1981	1991	1971	1981	1991
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Literate without educational levels	Rural	34.02	33.75	NA	39.66	39.37	NA
	Urban	25.32	21.00	17.07	32.53	25.91	20.40
	Total	31.19	29.38	23.75	36.55	33.42	27.72
Primary	Rural	38.97	33.26	NA	43.92	37.47	NA
	Urban	25.63	24.58	21.88	30.83	28.58	26.67
	Total	34.64	30.29	27.26	38.22	33.98	31.36
Middle	Rural	17.49	17.56	NA	12.32	15.04	NA
	Urban	21.18	18.79	20.47	19.79	18.98	21.28
	Total	18.69	17.98	21.22	15.58	16.78	20.36
Matriculation or higher secondary	Rural	8.07	12.90	NA	3.47	7.05	NA
	Urban	21.69	25.66	28.76	13.70	19.31	22.27
	Total	12.50	17.27	20.39	7.93	12.43	15.48
Non-technical diploma or certificate not equal to degree	Rural	0.45	0.09	NA	0.28	0.08	NA
	Urban	0.09	0.08	0.19	0.13	0.12	0.24
	Total	0.33	0.09	0.19	0.21	0.09	0.19
Technical diploma or certificate not equal to degree	Rural	0.13	0.27	NA	0.08	0.25	NA
	Urban	0.56	0.94	1.30	0.27	0.34	0.46
	Total	0.27	0.57	0.75	0.16	0.29	0.33
Graduate and above	Rural	0.87	2.07	NA	0.27	0.74	NA
	Urban	5.53	8.95	12.32	2.75	5.75	8.67
	Total	2.38	4.42	6.44	1.35	2.96	4.50

**Note** : The data for 1971 and 1981 exclude Assam and data for 1991 exclude Jammu & Kashmir.

**Source** : (i) Census of India 1981, Series - 1 India, Paper-2 of 1983, Key Population Statistics Based on 5 per cent Sample Data, Registrar General & Census Commissioner, India, New Delhi.

(ii) Census of India 1991, Series - 1 India, Office of the Registrar General of India, New Delhi.

## LITERACY RATES IN INDIA : 1991

No.	States/UTs	General			S.C.			S.T.		
		Total	Male	Female	Total	Male	Female	Total	Male	Female
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	Andhra Pradesh	44.09	55.13	32.72	31.59	41.88	20.92	17.16	25.25	8.68
2	Arunachal Pradesh	41.59	51.42	29.69	57.27	66.25	41.42	34.45	44.01	24.94
3	Assam	52.89	61.87	43.03	53.94	63.88	42.99	49.16	58.93	38.98
4	Bihar	38.48	52.49	22.89	19.49	30.64	7.07	26.78	38.4	14.75
5	Goa	75.51	83.64	67.09	58.73	69.55	47.51	42.91	54.43	29.01
6	Gujarat	61.29	73.13	48.64	61.07	75.47	45.54	36.45	48.25	24.2
7	Haryana	55.85	69.1	40.47	39.22	52.06	24.15	-	-	-
8	Himachal Pradesh	63.86	75.36	52.17	53.2	64.98	41.02	47.09	62.74	31.18
9	Jammu&Kashmir	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A
10	Karnataka	56.04	67.26	44.34	38.06	49.69	25.95	36.01	47.95	23.57
11	Kerala	89.81	93.62	86.17	79.66	85.22	74.31	57.22	63.38	51.07
12	Madhya Pradesh	44.2	58.42	28.85	35.08	50.51	18.11	21.54	32.16	10.73
13	Maharashtra	64.87	76.56	52.32	56.46	70.45	41.59	36.79	49.09	24.03
14	Manipur	59.89	71.63	47.6	56.44	65.28	47.41	53.63	62.39	44.48
15	Meghalaya	49.1	53.12	44.85	44.27	54.56	31.19	46.71	49.78	43.63
16	Mizoram	82.27	85.61	78.6	77.92	77.54	81.25	82.71	86.66	78.7
17	Nagaland	61.65	67.62	54.75	-	-	-	60.59	66.27	54.51
18	Orissa	49.09	63.09	34.68	36.78	52.42	20.74	22.31	34.44	10.21
19	Punjab	58.51	65.66	50.41	41.09	49.82	31.03	-	-	-
20	Rajasthan	38.55	54.99	20.44	26.29	42.38	8.31	19.44	33.29	4.42
21	Sikkim	56.94	65.74	46.69	51.03	58.69	42.77	59.01	66.8	50.37
22	Tamilnadu	62.66	73.75	51.33	46.74	58.36	34.89	27.89	35.25	20.23
23	Trnpura	60.44	70.58	49.65	56.66	67.25	45.45	40.37	52.88	27.34
24	Uttar Pradesh	41.6	55.73	25.31	26.85	40.8	10.69	35.7	49.95	19.86
25	West Bengal	57.7	67.81	46.56	42.21	54.55	28.87	27.78	40.07	14.98
26	A&N Islands	73.02	78.99	65.46	-	-	-	56.62	64.16	48.74
27	Chandigarh	77.81	82.04	72.34	55.44	64.74	43.54	-	-	-
28	D&N Haveli	40.71	53.56	26.98	77.64	88.03	66.61	28.21	40.75	15.94
29	Daman & Diu	71.2	82.66	59.4	79.18	91.85	67.62	52.91	63.58	41.49
30	Delhi	75.29	82.01	66.99	57.6	68.77	43.82	-	-	-
31	Lakesdweep	81.78	90.18	72.89	-	-	-	80.58	89.5	71.72
32	Pondicherry	74.74	83.68	65.63	56.26	66.1	46.28	-	-	-
	India	52.21	64.13	39.29	37.41	49.91	23.76	29.6	40.65	18.19

Source. Census of India, 1991

**Growth of recognised educational institutions,  
India - 1950-51 to 1995-96**

Year	Primary	Upper Primary	High/Hr Sec Schools & Inter/ Pre Degree Jr Colleges	Colleges for Gen Edn Edn	Colleges for Prof	Univer- sities
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1950-51	209671	13596	7416	370	208	27
1955-56	278135	21730	10838	466	218	31
1960-61	330399	49663	17323	987	852	45
1965-66	391064	75798	27614	1536	770	64
1970-71	408378	90621	37051	2285	992	82
1975-76	454270	106571	43054	3667	3276 **	101
1980-81	494503	118555	51573	3421	3542 **	110
1985-86	528872	134846	65837	4067	1533 **	126
1990-91	560935	151456	79796	4862	886	1840
1991-92	565786	152077	81747	5058	950	1960
1992-93*	572541	153921	84086	5334	989	2070
1993-94*	572923	155707	88411	5639	1125	2130
1994-95*	581305	163605	92252	6089	1230	2190
1995-96*	590421	171216	98134	6569	1354	2260

\* : Provisional

\*\* : Includes Institutions for Post-Matric Courses

\* Includes Deemed to be Universities & Institutions of National Importance

Source : (i) Annual Report 1995-96, Ministry of Human Resource Development, Part I Department of Education, New Delhi.  
(ii) Selected Educational Statistics, 1995-96, Department of Education, New Delhi

## PERCENTAGE HABITATIONS COVERED BY SCHOOL STAGE-1998

Sl. No.	States/UTs.	Primary	Uppper Primary	Secondary	Higher Sec.
{1}	{2}	{3}	{4}	{5}	{6}
1	Andhra Pradesh	69.23	12.21	7.3	0.77
2	Arunchal Pradesh	34.6	8.7	2.65	1.18
3	Assam	62.72	15.44	6.41	1.06
4	Bihar	51.16	11.94	2.77	0.39
5	Goa	76.65	24.59	21.47	3.62
6	Gujarat	90.73	49.26	13.36	2.84
7	Haryana	81.2	32.01	23.05	3.6
8	H P.	20.99	5.72	2.99	0.5
9	Jammu&Kashmir	58.52	15.13	5.48	0.77
10	Karanataka	62.38	25.14	6.91	1.37
11	Kerala	62.88	34.41	17.83	2.75
12	Madhya Pradesh	64.28	12.55	2.26	1.38
13	Maharashtra	54.16	20.9	9.16	1.81
14	Manipur	48.82	20.62	8.83	1.04
15	Meghalaya	57.67	11.35	4.16	0.18
16	Mizoram	87.85	56.22	20.54	0.2
17	Nagaland	85.64	21.57	8.6	0.32
18	Orissa	49.55	13.65	6.39	0.7
19	Punjab	86.75	23.59	14.41	2.7
20	Rajasthan	50.11	14.07	4.35	0.71
21	Sikkim	54.12	15.01	6.32	1.49
22	Tamil Nadu	61.99	14.83	6.51	2.09
23	Tnpura	39.27	11.65	5.86	1.41
24	Uttar Pradesh	30.12	8.18	1.92	1.1
25	West Bengal	40.4	6.71	4.14	0.71
	<b>Union Territories</b>				
26	A & N Islands	53.88	20.17	11.97	6.87
27	Chandigarh	78.37	43.24	37.84	8.11
28	D & N Haveli	32.99	7.99	2.46	1.02
29	Daman and Diu	41.79	20.89	13.43	0
30	Delhi	93.72	78.22	46.12	35.06
31	Lakshadweep	73.33	46.66	33.33	6.67
32	Pondicherry	45.54	17.8	8.9	3.14
	<b>India</b>	<b>50.31</b>	<b>13.76</b>	<b>5.0</b>	<b>1.13</b>

Source Sixth All India Educational Survey NCERT 1995

**School Enrolment by Stages and Sex, India - 1950-51 to 1995-96**

SNO	YEAR	Primary Classes( I - V )			Middle Classes(VI-VIII)			High/Hr Sec.Classes(IX-X)		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7	8	9	10	11
1	1950-51	13789855	5384602	19154457	2585741	534217	3119958	1252470	186784	1441254
2	1960-61	23582727	11401102	34983829	5074345	1030465	6704810	2721102	824095	3345197
3	1961-82	25983713	13118621	39102334	5616096	1865802	7481898	2971216	708397	3679613
4	1962-63	27636983	14234585	41871568	6109238	2111545	8220783	3274638	830215	4104853
5	1983-64	29120739	15428922	44549661	6684908	2356934	9041842	3545114	962300	4507414
6	1984-65	31052198	17166109	48218307	7179452	2614907	9784359	3960756	1139144	5099900
7.	1965-86	32178011	18293211	50471222	7686032	2846272	10532304	4360761	1304978	5665739
8	1966-87	33159671	19104175	52263846	8096914	3098974	11195888	4734186	1440284	6174450
9	1967-68	33827382	19752501	53579883	8633060	3351440	11984500	4997669	1567405	6565074
10	1968-89	34156879	20211838	54368717	8988717	3547838	12536553	5291571	1709804	7001375
11.	1969-70	34769097	20715889	55484986	9274554	3704198	12978752	5452684	1814163	7266847
12	1970-71	35739221	21306220	57045441	9425697	3889473	13315170	5670112	1930431	7600543
13	1971-72	36784828	22033816	58818644	9641134	4042531	13683665	5963796	2065504	8049300
14	1972-73	36621604	23579025	62400629	9954384	4302691	14257075	6168694	2173192	8341886
15	1973-74	39566466	24316413	63882879	10241834	4602987	14844821	6461470	2370483	8831953
16	1974-75	40266540	24589098	64855638	10582259	4784120	15366379	6450434	2444867	8895101
17	1975-76	40649037	25010985	65660022	10990007	5033785	16023792	6483906	2444828	8928734
18	1976-77	42689910	26370820	69060730	11370473	5316309	16686782	6648947	2530238	9179185
19	1977-78	41899252	25461736	67360988	11749283	5554691	17303974	6815705	2654190	9469895
20.	1978-79	42572816	26387954	68960570	12247112	5930619	18177731	7116641	2841374	9958015
21	1979-80	44218753	27339336	71558089	13031477	6247425	19278902	7658159	3111425	10769584

SNO.	YEAR	Primary Classes( I - V )			Middle Classes(VI-VIII)			High/Hr Sec Classes(IX-X)		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7	8	9	10	11
22.	1980-81	45286131	28488056	73774187	13933985	6790399	20724384	8391493	3479668	11871181
23	1981-82	46711178	29394730	76106908	14694510	7249678	21944188	8894024	3645877	12539701
24	1982-83	48571935	30935010	79506945	15683172	7967913	23631085	9770784	3977534	13748318
25.	1983-84	50359270	32230920	82590190	16642812	8551897	25194509	10185747	4301049	14486796
26	1984-85	51921906	33739885	85655791	17216351	8999218	26215569	10807155	4669983	15477138
27.	1985-86	52246774	35193740	87440514	17736098	9573757	27309855	11456807	5040718	16497525
28	1986-87	51683149	35446072	87129221	17870201	9620653	27490854	11433548	5218956	16652502
29.	1987-88	53508121	36951778	90459897	18878240	10408708	29286948	10843090	4994190	15837280
30	1988-89	53835980	37435181	91271161	19267746	10682241	29949987	10943086	5311894	18254960
31	1989-90	54271681	38079377	92351058	19822671	11066150	30888821	11682734	5683443	17366177
32	1990-91	56954944	40420356	97375300	21487106	12538881	34025987	12780203	6277196	19057399
33	1991-92(P)	59217993	42359096	101577089	21448617	12997146	34445763	14183919	7043982	21227901
34	1992-93(P)	60454320	44915896	105370216	23693267	15015314	38708581	15010741	7699407	22710148
35	1993-94(P)	61804309	46396230	108200539	24213399	15701103	39914502	15273043	8074801	23347844
36.	1994-95(P)	61705842	46275515	107981357	23967809	15317750	39285559	15742459	8395376	24137835
37	1996-96(P)	62360752	47373540	109734292	24971248	16042890	41014138	16107219	8781353	24888572

(P) Figures are provisional.

Source : (i) Department of Education, Ministry of Human Resource Development, New Delhi

(ii) Selected Educational Statistics, 1995-96, Department of Education, Ministry of Human Resource Development, New Delhi

Percentage of Girls in School Enrolment by Stages, India - 1950-51 to 1995-96

Year I-V	Primary VI-VIII	Middle 10+2/Inter	Sec/Hr. Sec (Degree & above)	Hr Education
(1)	(2)	(3)	(4)	(5)
1950-51	28.1	18.1	13.3	10.0
1955-56	30.5	20.8	15.4	14.6
1960-61	32.6	23.9	20.5	16.0
1965-66	36.2	26.7	22.0	20.4
1970-71	37.4	29.3	25.0	20.0
1975-76	38.1	31.3	26.9	26.7
1980-81	38.5	32.9	29.6	26.7
1985-86	40.3	35.6	30.3	33.0
1990-91	41.5	36.7	32.9	33.3
1991-92*	42.6	38.8	33.9	33.2
1993-94*	42.7	39.1	34.3	33.5
1994-95*	42.8	38.9	34.4	34.0
1995-96*	43.2	39.0	35.3	35.8

\* Provisional

Source : Selected Educational Statistics, 1995-96, Department of Education, Ministry of Human Resource Development, New Delhi

**Gross Enrolment Ratios for School Education by Stages and Sex,  
India - 1960-61 TO 1995-96**

Sl. No. Year	Primary ( I - V ) ( 8 - 11 YEARS )			Middle ( VI - VIII ) ( 11 - 14 YEARS )			High/Hr Secondary ( 15-18 YEARS )		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
(1) (2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1 1960-61	82.60	41.40	62.40	33.20	11.30	22.50	16.70	4.10	10.60
2 1970-71	95.50	60.50	78.60	46.30	19.90	33.40	26.80	9.80	18.50
3. 1975-76	100.40	66.10	83.80	48.60	23.90	36.70	25.60	10.50	18.30
4. 1980-81	95.80	64.10	80.50	54.30	28.60	41.90	23.10	11.10	17.30
5 1981-82	98.92	66.18	83.00	55.96	29.67	43.29	24.10	11.31	18.01
6 1982-83	102.96	69.65	86.81	58.31	31.75	45.48	25.12	11.60	18.64
7 1983-84	106.86	72.57	90.22	60.58	33.20	47.33	25.39	12.11	19.01
8 1984-85	110.28	75.95	93.62	61.32	34.05	48.10	31.66	14.73	23.51
9 1985-86	111.08	79.24	95.62	61.83	35.34	48.96	32.72	15.45	24.39
10 1986-87	109.99	79.81	95.33	61.01	34.66	48.19	30.84	15.55	23.97
11 1987-88	113.97	83.19	99.00	63.13	36.62	50.21	29.44	14.46	22.19
12 1988-89	109.21	80.27	95.14	61.37	35.76	48.89	28.38	15.33	22.07
13 1989-90	109.73	81.34	95.93	71.99	42.15	57.43	31.20	16.34	23.99
14 1990-91	113.95	85.47	100.10	76.56	46.98	62.14	33.89	10.27	19.28
15 1991-92(P)	116.61	88.09	102.74	74.19	47.40	61.15	38.07	20.04	29.32
16 1992-93(P)	118.10	92.70	105.70	80.58	53.80	67.50	40.10	21.77	31.20
17 1993-94(P)	115.30	92.90	104.50	79.35	55.20	67.70	40.62	22.69	31.90
18 1994-95(P)	114.80	92.60	104.00	79.00	55.00	67.20	41.50	23.31	32.64
19 1995-96(P)	114.50	93.30	104.30	79.50	55.00	67.60	N A	N A	N A

(P) . Provisional

Source : (i) Department of Education, Ministry of Human Resource Development, New Delhi

(ii) Selected Educational Statistics, 1995-96, Department of Education, Ministry of Human Resource Development, New Delhi



# ENROLMENTS BY STAGE OF EDUCATION, 1995-96

(1)	States/UTs (2)	Primary			Middle			Sec./Hr. Sec			Hr Education		
		Total	Girls	%Girls	Total	Girls	%Girls	Total	Girls	%Girls	Total	Girls	%Girls
		(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
1	Andhra Pradesh	7640402	3534964	46.27	2235397	920098	41.6	1698906	625116	36.8	354144	124215	35.07
2	Arunachal Pradesh	141904	63122	44.48	38189	16215	42.46	22363	8188	36.61	3703	862	23.28
3	Assam	3816603	1791822	46.95	1304504	530223	40.65	784152	323619	41.27	176945	59803	33.8
4	Bihar	9086380	3211216	35.34	2373544	708337	29.84	1040589	262815	25.26	533940	100487	18.82
5	Goa	127009	60927	47.97	77036	35668	46.3	64849	31096	47.95	16034	8895	55.48
6	Gujarat	6198730	2627671	42.39	2121042	881597	41.55	1356930	563180	41.5	397022	173857	43.79
7	Haryana	1913842	894735	46.75	802480	333565	41.57	389832	146140	37.49	109118	46667	42.77
8	Himachal Pradesh	728870	341250	46.82	400410	175630	43.86	228445	96580	37.9	53480	19310	36.11
9	Jammu&Kashmir	823253	331173	40.23	338815	126279	37.27	188960	64601	34.18	44087	16547	37.53
10	Karnataka	6508481	3058299	46.99	2180383	973786	44.66	1330312	493674	37.11	421071	139052	33.02
11	Kerala	2846728	1385666	48.68	1850431	897948	48.52	1284517	665593	51.82	165438	97932	59.2
12	Madhya Pradesh	8969761	3783534	42.18	3418357	1039703	30.41	2135149	617067	28.9	258120	75468	29.24
13	Maharashtra	11545898	5461111	47.3	4375157	2007246	43.87	3153093	1235655	39.19	963633	356896	37.04
14	Manipur	276000	129730	47.1	109880	50890	46.31	82924	37730	45.5	21893	9584	43.78
15	Meghalaya	295279	146913	49.75	76459	35636	46.61	41055	19281	46.96	11617	5638	48.53
16	Mizoram	117081	55440	47.35	41587	20330	48.77	26587	12886	48.47	5714	2358	41.27
17	Nagaland	221072	105871	47.89	56286	27051	48.06	29361	13235	45.08	5576	2165	38.83
18	Orissa	3887000	1608000	41.37	1278000	460000	35.99	1245360	397559	31.92	133562	33823	25.32
19	Punjab	2081558	984212	47.28	952953	422995	44.39	705257	307071	43.54	157126	82985	52.81
20	Rajasthan	6232000	2183000	35.03	1972000	532000	26.98	1058000	206000	19.47	135293	41436	30.63
21	Sikkim	82561	40146	48.63	21309	10482	49.19	11626	5671	48.78	1445	573	39.65
22	Tamil Nadu	6195672	3806531	46.45	3782429	1680399	44.43	2062273	842354	40.85	354745	153194	43.18
23	Trpura	426910	194740	45.62	124229	55367	44.57	91072	33017	40.73	13144	4797	36.5
24	Uttar Pradesh	16264697	6200706	38.12	5628688	1687208	29.98	3497456	839244	24	704259	223495	31.74
25	West Bengal	10117000	4815000	47.59	4603000	2122000	46.1	1881226	727100	38.65	330894	134837	40.74
Union Territories													
26	A & N Islands	43035	20572	47.8	22047	10427	47.29	13828	6459	46.71	2014	901	44.73
27	Chandigarh	42476	19918	46.89	23701	11140	47	20354	11312	55.58	11554	8060	69.75
28	D & N Haveli	21995	9042	41.11	5524	2085	37.74	2999	1195	39.85	0	0	0
29	Daman and Diu	13903	6648	47.82	6659	3051	45.82	4460	1902	42.65	671	259	38.59
30	Delhi	957092	447845	46.79	525413	233063	44.36	403456	175406	43.48	137410	58068	42.25
31	Lakshadweep	8773	4010	45.71	3673	1544	42.04	1828	745	40.75	0	0	0
32	Pondicherry	102347	49726	48.59	64154	31019	48.35	41353	19872	48.05	9246	4468	48.32
	India	109734292	47373540	43.17	41014136	16042890	39.12	24888572	8781353	35.28	5532998	1986632	35.90

# ENROLMENTS BY STAGE OF EDUCATION, 1995-96 (SCHEDULED CASTES)

Sl. No	States/UTs	Primary			Middle			Sec Hr.Sec.			Hr. Educa tion		
		Total	Girls	%Girls	Total	Girls	%Girls	Total	Girls	%Girls	Total	Girls	%Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
1	Andhra Pradesh	1573188	711386	45.22	368181	139539	37.90	506022	149671	29.58	38174	12211	31.99
2	Arunchal Pradesh	131	55	41.98	34	13	38.24	15	6	40.00	49	11	22.45
3	Assam	448916	210617	46.92	177221	79303	44.75	108857	46087	43.13	16020	5377	33.56
4	Bhar	1365992	431483	31.59	259892	85584	25.25	96938	18964	19.56	18896	1647	9.77
5	Goa	3203	1518	47.39	1193	498	41.74	574	231	40.24	71	33	46.48
6	Gujarat	617746	273060	44.20	206315	77972	37.79	127220	44450	34.94	33779	11478	33.98
7	Haryana	456006	212953	46.70	136625	53644	39.26	46433	14030	30.22	7145	1296	18.14
8	Himachal Pradesh	186870	85540	45.78	74340	30080	40.48	35817	12078	33.72	5448	1602	29.41
9	Jammu&Kashmir	76297	31978	41.91	32706	13368	40.87	12883	3895	30.23	1375	414	30.11
10	Karnataka	1143514	514716	45.01	316729	128423	39.92	192525	60086	31.21	38410	9165	23.86
11	Kerala	309023	148962	48.20	208922	101501	48.58	141589	75192	53.11	15473	9147	59.12
12	Madhya Pradesh	1400260	560606	40.04	416845	120532	28.92	246496	57833	23.46	21397	3354	15.68
13	Maharashtra	1765180	836835	47.41	612425	255013	41.64	407558	146075	35.84	108022	32884	30.44
14	Manipur	5940	2867	48.27	1950	920	47.18	2669	1428	53.50	1564	791	50.58
15	Meghalaya	5909	2944	49.82	1546	721	46.64	1233	478	38.77	343	120	34.99
16	Mizoram	0	0	0	0	0	0	0	0	0	0	0	0
17	Nagaland	0	0	0	0	0	0	0	0	0	0	0	0
18	Orissa	737000	287000	38.94	191000	73000	38.22	108903	30051	27.59	9284	1662	17.90
19	Punjab	808673	378761	46.84	266814	113255	42.48	132436	52364	39.54	15785	7053	44.68
20	Rajasthan	907000	245000	27.01	307000	62000	20.20	141000	17000	12.06	14574	1158	7.95
21	Sikkim	4770	2280	47.80	1128	518	45.92	596	273	45.81	49	28	57.14
22	Tamil Nadu	1632364	738824	45.26	625353	262528	41.98	297217	104232	35.07	44936	16599	36.94
23	Tripura	76215	34160	44.82	19699	9804	49.77	11926	4505	37.77	1897	523	27.57
24	Uttar Pradesh	2580997	765518	29.68	776910	181778	20.82	479011	70630	14.74	69178	4917	7.11
25	West Bengal	2188946	1012271	46.24	734386	352211	47.96	178991	53875	30.10	25117	7753	30.87
Union Territories													
26	A & N Islands	0	0	0	0	0	0	0	0	0	0	0	0
27	Chandigarh	13620	6412	47.08	5936	2656	44.74	2566	1233	48.05	308	154	50.00
28	D & N Havell	398	174	43.72	192	93	48.44	176	65	36.93	0	0	0
29	Daman and Diu	602	308	51.16	305	137	44.92	278	119	42.81	35	8	22.86
30	Delhi	208279	95154	45.69	95881	42841	44.31	62566	27354	43.72	8298	3012	36.30
31	Lakshadweep	0	0	0	0	0	0	0	0	0	0	0	0
32	Pondicherry	20384	10211	50.09	13895	6969	50.15	6414	3021	47.10	1245	492	39.52
India		18537423	7601593	41.01	5853823	2152901	36.78	3346909	995226	29.74	496872	133089	26.79

Source: Annual Report, MHRD, Department of Education, 1996-97

# ENROLMENTS BY STAGE OF EDUCATION, 1995-96 (SCHEDULED TRIBES)

SI No	States/UTs	Primary			Middle			Sec/Hr			Hr.Education		
		Total	Girls	%Girls	Total	Girls	%Girls	Total	Girls	%Girls	Total	Girls	%Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
1	Andhra Pradesh	587034	235022	40.04	92252	26489	28.71	83682	20755	24.80	7076	1512	21.37
2	Arunchal Pradesh	104638	46968	44.89	24473	10324	42.19	14249	4733	33.22	2838	627	22.09
3	Assam	698214	316382	45.31	221104	95388	43.14	142231	57693	40.55	23024	7919	34.39
4	Bihar	778225	302363	38.85	159080	55685	35.00	65136	21980	33.74	11349	3395	29.91
5	Goa	161	70	43.48	129	55	42.64	61	19	31.15	2	0	0.00
6	Gujarat	945959	393530	41.60	233226	86198	36.96	135410	50960	37.63	33282	12946	38.90
7	Haryana	0	0	0	0	0	0	0	0	0	0	0	0
8	Himachal Pradesh	305530	13250	4.34	12030	4240	35.25	7524	2474	32.88	1978	644	32.56
9	Jammu&Kashmir	0	0	0	0	0	0	0	0	0	0	0	0
10	Karnataka	375004	165192	44.05	95851	37923	39.56	43287	13939	32.20	10393	2351	22.62
11	Kerala	36638	17588	48.00	18484	9013	48.76	8589	4467	52.01	354	233	65.82
12	Madhya Pradesh	1568275	577163	36.80	360450	115983	32.18	237344	53890	22.71	14275	2357	16.51
13	Maharashtra	1119243	505528	45.17	279423	108184	38.72	153683	54092	35.20	21203	5736	27.05
14	Manipur	97670	44930	46.00	30560	13740	44.96	16672	7227	43.35	3013	1158	38.43
15	Meghalaya	232660	116248	49.96	59873	28370	47.38	32541	15288	46.98	7568	3372	44.56
16	Mizoram	115894	54975	47.44	41426	20245	48.87	26421	12820	48.52	2340	41	23
17	Nagaland	221072	105871	47.89	56286	27051	48.06	28957	13004	44.91	5055	1973	39.03
18	Orissa	817000	288000	32.80	168000	50000	29.76	86601	34075	39.35	6665	1306	19.59
19	Punjab	0	0	0	0	0	0	0	0	0	10	2	20.00
20	Rajasthan	639000	174000	27.23	219000	41000	18.72	98000	9000	9.18	9677	427	4.41
21	Sikkim	17360	8310	47.87	4260	2070	48.59	2861	1177	41.14	275	126	45.82
22	Tamil Nadu	75987	32550	42.84	24673	9792	39.69	12886	4696	37.02	1755	513	29.23
23	Tripura	141363	60215	42.60	29016	12698	43.76	15216	4907	32.25	860	228	26.51
24	Uttar Pradesh	31694	11573	36.51	8822	2331	26.42	5138	1419	27.62	1882	541	28.75
25	West Bengal	558479	271767	48.66	204845	92730	45.27	34447	12163	35.31	1059	284	26.82
26	A & N Islands	3490	1636	46.93	1566	777	49.62	913	453	49.62	64	30	46.88
27	Chandigarh	0	0	0	0	0	0	0	0	0	113	40	35.40
28	D & N Haveli	17751	7080	39.89	3823	1318	34.48	1656	614	37.08	0	0	0
29	Daman and Diu	2000	924	46.20	787	345	43.84	313	122	38.98	121	16	13.22
30	Delhi	686	315	45.92	422	160	37.91	430	158	36.74	673	262	37.44
31	Lakshadweep	8577	3912	45.61	3536	1472	41.63	1693	687	40.58	0	0	0
32	Pondicherry	0	0	0	0	0	0	0	0	0	0	0	0
	India	9224604	3735364	40.49	2353397	853581	36.27	1255901	402812	32.08	170239	50328	29.56

Source Annual Report, MHRD, Department of Education, 1996-97

## ENROLMENT RATIO, 1995-96

Sl. No.	States/UTs.	Classes I-V (6-11yrs.)			Classes VI-VIII(11-14yrs.)		
		Boys	Girls	Total	Boys	Girls	Total
{1}	{2}	{3}	{4}	{5}	{6}	{7}	{8}
1	Andhra Pradesh	99.6	89.9	94.9	57.3	41.8	49.7
2	Arunachal Pradesh	115.5	103.9	110	61.3	45.2	53.3
3	Assam	133.4	124.0	128.8	91.6	65.9	79.1
4	Bihar	93.0	55.4	75.1	47.5	21.9	35.3
5	Goa	90.6	100.5	95.1	95.1	84.1	89.6
6	Gujarat	158.3	106.8	131.4	81.1	61.5	71.6
7	Haryana	86.4	84.8	85.6	70.9	56.7	64.2
8	H. P.	108.4	113.7	110.8	112.7	90.5	101.8
9	J & k	88.6	72.2	81.2	73.3	46.8	60.5
10	Karnataka	131.1	123.5	127.4	78.1	66.8	72.6
11	Kerala	98.4	95.4	96.9	105.1	101.5	103.3
12	Madhya Pradesh	112.9	88.9	101.4	91.6	43.3	68.4
13	Maharashtra	125.5	120.2	122.9	92.4	77.2	85.0
14	Manipur	93.1	100.3	96.4	69.4	63.2	66.4
15	Meghalaya	105.3	125.4	114.4	51.6	45.5	48.6
16	Mizoram	112.6	124.8	118.1	67.3	67.7	67.5
17	Nagaland	120.6	135.5	127.3	52.5	51.2	51.9
18	Orissa	113.4	78.2	95.6	73.0	39.8	56.2
19	Punjab	92.4	90.7	91.5	74.0	65.0	69.7
20	Rajasthan	129.3	75.3	103.4	79.9	32.0	56.9
21	Sikkim	104.2	118.4	110.6	50.5	50.8	50.7
22	Tamil Nadu	159.3	145.6	152.6	118.2	99.5	109.1
23	Tripura	122.7	124.4	123.5	66.8	57.0	62.0
24	Uttar Pradesh	104.3	72.0	89.1	72.3	34.9	54.7
25	West Bengal	128.6	122.3	125.5	102.8	91.5	97.2
26	A & N Islands	76.6	69.2	72.9	73.5	68.6	71.1
27	Chandigarh	36.4	40.4	38.2	36.4	34.9	35.6
28	D & N Haveli	121	102.7	112.7	59.2	40.8	50.6
29	Daman and Diu	93.0	88.6	90.8	92.5	84.7	83.7
30	Delhi	67.7	77.8	72.1	71.1	67.3	69.3
31	Lakshadweep	125.3	125.3	125.3	112	81.2	96.6
32	Pondicherry	117.2	133.3	124.5	113	109.6	111.3
	India	114.5	93.3	104.3	79.5	54.9	67.6

Source: Annual Report, MHRD, Department of Education, 1996-97

## ENROLMENT RATIO, 1995-96 (S.C.)

Sl. No.	States/UTs.	Classes I-V (6-11yrs.)			Classes VI-VIII(11-14yrs.)		
		Boys	Girls	Total	Boys	Girls	Total
{1}	{2}	{3}	{4}	{4}	{5}	{6}	{7}
1	Andhra Pradesh	140.68	121.73	131.4	67.03	42.63	55.08
2	Arunchal Pradesh	25.33	27.50	26.2	21.00	13.00	17.00
3	Assam	257.62	239.07	248.5	190.13	161.51	176.16
4	Bihar	102.04	51.39	77.8	38.2	14.03	26.62
5	Goa	105.31	116.77	110.4	69.5	55.33	62.79
6	Gujarat	213.43	155.06	182.9	117.32	76	97.32
7	Haryana	108.12	105.84	107.0	65.81	47.85	57.36
8	H P	115.15	115.75	115.4	90.14	63.06	76.8
9	J K.	96.14	83.93	90.6	80.24	59.68	70.34
10	Karnataka	158.59	137.96	148.5	81.78	57.6	70.04
11	Kerala	107.64	102.45	105.0	118.31	114.56	116.46
12	Madhya Pradesh	129.68	93.48	112.2	80.98	35.62	59.19
13	Maharashtra	268.31	257.96	263.3	180.15	137.47	159.53
14	Manipur	153.65	179.19	156.0	93.64	92.00	92.86
15	Meghalaya	-	-	-	-	-	-
16	Mizoram	-	-	-	-	-	-
17	Nagaland	-	-	-	-	-	-
18	Orissa	152.85	95.29	123.7	71.82	43.17	57.29
19	Punjab	134.77	129.98	132.4	79.75	64.83	72.65
20	Rajasthan	121.53	48.62	86.5	78.13	21.44	50.93
21	Sikkim	103.75	114.00	108.4	50.83	43.17	47.00
22	Tamil Nadu	176.76	154.02	165.6	111.26	84.74	98.34
23	Tripura	147.05	144.14	145.7	63.43	66.69	65.01
24	Uttar Pradesh	88.94	42.05	68.8	53.34	15.82	35.70
25	West Bengal	129.79	116.93	123.5	72.03	69.00	70.59
	Union Territories						
26	A & N Islands	-	-	-	-	-	-
27	Chandigarh	82.85	92.93	87.3	68.33	59.02	68.83
28	D & N Haveli	74.67	87.00	79.6	99.00	93.00	96.00
29	Daman and Diu	-	-	-	-	-	-
30	Delhi	83.49	91.76	87.0	72.66	68.66	70.83
31	Lakshadweep	-	-	-	-	-	-
32	Pondicherry	141.29	170.18	154.4	147.36	154.87	151.03
	India	127.56	95.12	111.91	74.88	46.77	61.33

Source Annual Report, MHRD, Department of Education, 1996-97.

## ENROLMENT RATIO, 1995-96 (S.T.)

Sl. No.	States/UTs.	Classes I-V (6-11yrs.)			Classes VI-VIII (11-14yrs.)		
		Boys	Girls	Total	Boys	Girls	Total
{1}	{2}	{3}	{4}	{5}	{6}	{7}	{8}
1	Andhra Pradesh	144.09	100.82	122.96	48.35	20.3	34.6
2	Arunchal Pradesh	121.15	98.62	116.26	56.6	41.3	48.9
3	Assam	196.62	171.11	184.18	116.3	92.61	104.7
4	Bihar	90.73	62.82	77.40	35.53	20.81	28.34
5	Goa	13.00	11.66	12.38	18.50	13.75	16.10
6	Gujarat	122.04	112.37	140.91	67.60	42.25	55.3
7	Haryana	-	-	-	-	-	-
8	Himachal Pradesh	105.36	96.01	101.09	84.67	47.64	66.4
9	Jammu&Kashmir	-	-	-	-	-	-
10	Karnataka	162.39	135.85	149.52	76.42	53.04	65.0
11	Kerala	124.51	118.04	121.32	101.84	99.04	100.4
12	Madhya Pradesh	93.95	59.07	77.18	41.01	21.04	31.4
13	Maharashtra	137.79	121.08	129.71	67.05	45.30	56.5
14	Manipur	123.51	127.64	125.38	72.81	62.74	67.9
15	Meghalaya	102.47	123.14	111.86	49.46	45.03	47.2
16	Mizoram	118.98	132.47	125.02	71.56	72.05	71.0
17	Nagaland	143.64	161.39	151.62	62.6	60.93	61.7
18	Orissa	121.86	58.15	89.64	46.96	19.32	32.9
19	Punjab	-	-	-	-	-	-
20	Rajasthan	121.66	49.21	86.84	80.87	20.21	51.7
21	Sikkim	96.28	105.19	100.35	43.80	43.13	43.4
22	Tamil Nadu	147.24	73.15	132.15	78.32	54.10	66.0
23	Tripura	151.11	135.31	143.95	55.69	46.00	50.9
24	Uttar Pradesh	99.12	63.94	82.54	56.94	23.08	41.0
25	West Bengal	123.53	122.64	123.09	82.50	71.06	76.8
	<b>Union Territories</b>						
26	A & N Islands	51.44	45.50	48.47	41.53	43.17	42.3
27	Chandigarh	-	-	-	-	-	-
28	D & N Haveli	127.04	102.61	116.02	55.67	32.95	44.9
29	Daman and Diu	-	-	-	-	-	-
30	Delhi	-	-	-	-	-	-
31	Lakshadweep	137.21	134.9	136.14	121.41	86.59	104.0
32	Pondicherry	-	-	-	-	-	-
	<b>India</b>	<b>129.96</b>	<b>94.87</b>	<b>113.03</b>	<b>61.59</b>	<b>37.63</b>	<b>50.04</b>

Source: Annual Report, MHRD, Department of Education, 1996-97

**Index of School Enrolment by Stages and Sex, India - 1960-61 to 1994-95**  
(Base Year 1961)

Sl. No	Year	Primary ( I - V )			Middle ( VI - VIII )			High/Hr Secondary ®		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	1960-61	100	100	100	100	100	100	100	100	100
2	1961-62	110	115	112	111	114	112	109	114	110
3	1962-63	117	125	120	120	130	123	120	133	123
4	1963-64	123	135	127	132	145	135	130	154	135
5	1964-65	132	151	138	141	160	146	146	183	152
6	1965-66	136	160	144	151	175	157	160	209	169
7	1966-67	141	168	149	160	190	167	174	231	185
8	1967-68	143	173	153	170	206	179	184	251	196
9	1968-69	145	177	155	177	218	187	194	274	209
10	1969-70	147	182	159	183	227	194	200	291	217
11	1970-71	151	187	163	186	239	199	208	309	227
12	1971-72	156	193	168	190	248	204	219	334	241
13	1972-73	165	207	178	196	264	213	227	348	241
14	1973-74	168	213	183	202	282	221	237	380	264
15	1974-75	171	216	185	209	293	229	237	392	266
16	1975-76	172	219	188	217	309	239	238	392	267
17	1976-77	181	231	197	224	326	249	244	405	274
18	1977-78	178	223	193	232	341	258	250	425	286
19	1978-79	180	231	197	241	364	271	262	455	298
20	1979-80	187	240	204	257	383	288	281	499	322
21	1980-81	192	250	211	275	416	309	308	558	355
22	1981-82	198	258	217	290	445	327	327	584	375
23	1982-83	206	271	227	309	459	352	359	637	411
24	1983-84	213	283	236	328	525	376	374	689	433
25	1984-85	220	296	245	339	552	391	397	748	463
26	1985-86	221	309	250	350	587	407	421	808	493
27	1986-87	219	311	249	352	590	410	420	836	498
28	1987-88	227	324	259	372	638	437	398	800	473
29	1988-89	228	328	261	380	655	447	402	851	486
30	1989-90	230	334	264	391	679	461	429	911	519
31	1990-91	241	355	278	423	769	507	470	1006	570
32	1991-92(P)	251	372	290	423	797	514	521	1129	635
33	1992-93(P)	250	394	301	467	921	577	552	1224	679
34	1993-94(P)	262	407	309	477	963	595	561	1294	698
35	1994-95(P)	262	406	309	472	939	586	579	1345	722

(P) Provisional

® Includes enrolment figures of Intermediate and Pre-University

Source Department of Education, Ministry of Human Resource Development New Delhi

**Percentage of Population Attending School/College by Age & Sex,  
India (Rural, Urban) - 1991**

Age group	R u r a l		U r b a n	
	Male	Female	Male	Female
(1)	(2)	(3)	(4)	(5)
All ages	19.34	11.83	25.61	22.35
0-4	0.42	0.37	1.88	1.74
5	5.43	4.53	15.88	14.86
6	17.96	14.44	31.87	29.91
7	53.20	42.52	7.75	70.19
8	57.25	43.09	78.15	72.45
9	72.17	56.71	85.26	80.38
5-9	38.41	30.22	55.96	52.91
10	64.20	44.90	81.21	74.52
11	76.80	57.57	86.57	80.68
12	64.79	41.64	79.88	72.46
13	70.15	45.81	81.95	74.30
14	63.12	37.58	77.12	68.38
10-14	66.57	44.56	81.09	73.82
15-19	40.84	18.00	56.83	46.14
20-24	12.54	3.03	22.29	11.65
25-29	3.03	1.09	5.19	2.63
30-34	1.37	0.86	2.11	1.82
35+	1.17	0.78	1.78	1.54

Source: Census of India 1991 Series 1 India Office of the Registrar General & Census Commission India, New Delhi



**Percentage of Population (ages 6 - 19) attending School by Age -group, India (total,rural,urban) - 1991**

Age Group	Total		Rural		Urban	
	Males	Females	Males	Females	Males	Females
(1)	(2)	(3)	(4)	(5)	(6)	(7)
6-10	56 55	45 42	52 29	39 30	70 69	65 79
11-13	72 49	54 17	69 06	46 60	82 34	75 34
14-16	57 43	37 54	53 22	28 97	69 67	60 89
17-19	38 68	19 76	33 76	12 36	50 18	38 00
Total (5-19)	52 76	38 52	48 73	31 93	64 79	58 08

Source : Census of India 1991, Series - I India, Office of the Registrar General, India, New Delhi

**Dropout Rates in Schools for General Education by Stages and Sex,  
India - 1980-81 to 1994-95**

SINO. Year	Primary Stage Classes ( I - V )			Middle Stage Classes ( I - VIII )			High School Stage Classes ( I - X )		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1 2	3	4	5	6	7	8	9	10	11
1. 1980-81	56 20	62.50	58 70	68 00	79 40	72 70	79 80	86 63	82 48
2 1981-82	51 10	57 30	53 50	68 50	77.70	72 10	79 44	86 81	82 33
3 1982-83	49 40	56 30	52 10	66 04	74 96	69 57	78 21	86 24	81 37
4 1983-84	47 83	53 96	50 26	66 10	75 27	69 26	76 41	84 79	79 71
5 1984-85	45 62	51 41	47 93	61 83	70 87	65 39	74 71	83 34	78 13
6 1985-86	45 84	50 27	47 61	60 70	70 04	64 42	73 97	83 18	77 62
7 1986-87	46 87	51 17	48.60	61 44	70 16	64 90	73 27	81 31	76 44
8 1987-88	43 28	49 42	46 97	58 80	67 55	62 29	72 14	80 06	75 30
9. 1988-89	46 74	49 69	47 93	59 38	68 31	65 40	72 68	79 46	75 36
10 1989-90	46 50	50 35	48 08	61 00	68 75	64 09	70 99	77 72	73 66
11 1990-91	40 10	45 97	42 60	59 12	65 13	60 91	67 50	76 98	71 34
12 1991-92(P)	41 03	45 17	42 78	54 30	62 04	57 48	68 55	75 87	71 51
13 1992-93(P)	40 07	43 02	41 30	53 99	60 06	56 48	68 15	74 69	70 80
14 1993-94(P)	36 07	39 05	37 32	49 55	56 78	52 80	68 41	74 54	70 90
15 1994-95(P)	35 18	37.79	36 27	50 02	56 53	52.74	67.15	73 78	69 89

(P) Provisional

Source : Department of Education, Ministry of Human Resource Development, New Delhi

Drop-out Rates at Primary Stage of School by Sex, States/Union Territories, 1980-81 to 1994-95

Sl No	State/ Union Territory	1980-81		1985-86		1990-91		1991-92		1992-93		1993-94		1994-95	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
	INDIA	56.20	62.50	45.84	50.27	40.10	45.97	41.03	45.17	40.07	43.02	36.07	39.05	35.18	37.79
	STATES														
1	Andhra Pradesh	58.40	61.60	53.47	57.50	48.55	56.05	52.15	57.04	50.79	53.61	42.48	41.78	42.488	41.786
2	Arunachal Pradesh	77.70	76.80	66.74	63.15	60.71	60.78	58.75	60.66	58.72	63.02	60.09	61.09	54.97	55.22
3	Assam	59.60	64.80	61.41	62.09	45.97	59.77	35.43	40.68	40.17	40.09	38.65	39.55	39.62	41.57
4	Bihar	68.30	73.50	63.33	67.06	63.24	66.88	64.52	68.66	62.50	65.59	61.85	66.20	61.41	65.86
5	Goa	23.60	28.80	5.61	12.10	-8.59	1.79	1.12	8.41	-1.68	10.55	-7.94	3.09	-2.30	7.17
6	Gujarat	53.50	58.00	40.74	43.05	38.71	48.84	39.01	49.10	37.00	46.70	42.05	51.39	41.82	51.07
7	Haryana	28.00	41.30	26.13	31.78	17.97	28.70	18.42	17.77	14.30	16.05	1.60	6.81	1.608	6.818
8	Himachal Pradesh	25.90	27.60	31.19	32.01	33.00	32.84	28.24	29.64	25.36	30.66	24.64	28.16	18.86	28.29
9	Jammu & Kashmir	44.10	49.80	37.29	46.64	53.46	41.25	52.85	41.33	55.19	43.19	53.12	42.35	52.05	42.52
10	Karnataka	58.10	68.80	50.11	65.67	41.37	51.33	41.38	46.69	37.39	46.09	37.50	44.42	36.07	36.85
11	Kerala	9.10	11.70	3.18	4.57	-8.90	-6.87	-3.56	-0.09	-3.35	-1.06	-5.35	-3.05	-2.28	-0.13
12	Madhya Pradesh	52.10	62.80	38.13	45.86	29.47	38.50	32.24	40.28	33.10	47.94	23.43	34.96	23.438	34.968
13	Maharashtra	53.00	63.10	39.63	50.47	29.16	38.87	27.27	36.69	27.08	35.27	24.10	31.63	19.12	25.50
14	Manipur	80.05	82.60	70.02	74.77	72.37	73.95	67.24	67.71	72.97	74.63	68.02	68.53	65.02	63.98
15	Meizhalaya	79.60	80.40	29.70	36.09	26.49	25.94	27.29	25.99	29.46	34.95	29.96	34.43	29.988	34.438
16	Mizoram	67.30	70.50	-11.07	-11.22	51.62	49.07	54.79	54.72	57.10	59.52	56.73	58.54	62.91	63.05
17	Nagaland	74.30	73.80	29.31	11.08	31.46	39.66	32.85	33.56	34.85	36.79	37.56	24.13	42.09	37.68
18	Orissa	63.70	68.30	48.60	51.42	45.55	45.62	66.16	73.12	49.75	47.45	57.07	52.05	57.078	52.058
19	Punjab	52.80	57.50	49.78	51.47	24.09	25.11	29.84	30.85	30.87	31.48	20.69	22.94	22.63	22.94
20	Rajasthan	51.80	58.50	47.42	53.64	58.55	66.15	51.14	60.27	72.52	78.23	54.76	63.02	51.16	59.33
21	Sikkim	66.00	70.10	59.42	61.95	60.73	52.94	49.85	42.20	50.46	45.22	63.18	61.19	52.88	45.51

...contd./-

Sl State/ No Union Territory	1980-81		1985-86		1990-91		1991-92		1992-93		1993-94		1994-95	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(1) (2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
22 Tamil Nadu	33.40	40.10	20.13	25.20	18.27	22.68	17.72	21.16	17.11	19.62	16.39	18.35	15.58	17.65
23 Tripura	60.00	60.20	61.08	64.00	62.02	63.35	62.23	62.99	55.56	65.90	60.57	66.95	54.07	57.21
24 Uttar Pradesh	63.70	60.20	42.63	45.99	30.67	42.42	30.62	42.54	16.41	17.36	19.86	20.08	20.27	21.12
25 West Bengal	63.50	58.40	58.57	62.61	43.21	56.68	49.75	46.37	36.18	45.76	36.17	45.76	36.178	45.768
UNION TERRITORIES														
1 Andaman & Nicobar Islands	33.30	40.50	22.03	25.85	74	6.83	7.93	8.44	4.06	4.05	9.26	10.34	4.22	6.06
2 Chandigarh	21.70	33.10	13.81	11.28	3.95	53	4.65	3.92	1.94	2.68	20.31	-9.04	-20.319	-9.048
3 Dadra and Nagar Haveli	72.40	78.40	38.79	53.47	35.24	53.65	41.26	53.51	41.82	55.26	40.50	55.19	33.37	50.16
4 Daman and Diu	2	2	2	3	4	4	-13.40	-7.08	-10.86	-10.35	-7.32	2.97	1.10	-0.65
5 Delhi	24.10	27.10	16.34	24.07	21.38	26.23	6.43	5.84	23.50	33.31	19.25	28.83	19.255	28.835
6 Lakshadweep	33.70	38.60	-8.03	4.91	17.96	27.70	9.85	14.20	12.55	18.75	12.55	19.75	18.74	37.15
7 Pondicherry	4.80	20.40	-19.57	-8.52	-5.37	-12.08	-7.57	-13.16	8.44	-12.20	-7.86	2.20	-1.87	-4.98

\* Provisional

† Enrolment figures are not available for the year and previous figures are repeated

‡ Figures included in Goa.

Source Department of Education, Ministry of Human Resource Development.

**Drop-out Rates at Middle Stage of School by Sex, States/Union Territories, 1980-81 to 1994-95**

Sl No	State/ Union Territory	1980-81		1985-86		1990-91		1991-92*		1992-93		1993-94		1994-95	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
	INDIA	68.00	79.40	60.70	70.04	59.12	65.13	54.30	62.04	53.99	60.06	49.95	56.78	50.02	56.53
	STATES														
1	Andhra Pradesh	75.40	82.50	70.89	80.08	69.08	78.07	64.61	74.42	66.36	75.64	59.94	66.46	59.948	66.468
2	Arunachal Pradesh	85.70	82.30	79.23	78.15	76.36	75.84	73.78	76.65	72.55	71.01	69.62	67.45	68.43	87.56
3	Assam	81.50	86.40	85.23	70.96	71.44	72.93	74.40	71.75	68.60	72.18	63.81	71.80	68.90	73.46
4	Bihar	79.10	87.40	78.14	85.90	76.85	83.90	76.32	83.30	76.48	81.84	76.70	82.73	72.17	82.81
5	Goa	51.70	60.30	37.80	42.00	14.31	20.09	7.24	12.32	12.31	18.36	9.57	16.34	11.54	17.86
6	Gujarat	71.10	78.60	65.34	72.98	52.89	64.15	55.33	64.73	52.45	64.00	54.65	66.46	54.69	65.13
7	Haryana	38.00	59.30	36.24	52.50	34.09	47.78	35.79	45.83	30.92	42.79	17.57	32.05	17.579	32.058
8	Himachal Pradesh	38.00	62.60	21.45	39.35	26.69	36.02	25.85	34.08	11.62	25.79	13.11	27.39	8.50	24.09
9	Jammu & Kashmir	56.10	66.10	56.99	63.64	43.09	70.78	44.77	70.88	43.60	71.46	45.25	72.73	48.03	71.36
10	Karnataka	66.70	90.50	67.85	78.29	54.70	70.35	58.32	70.45	57.00	68.60	56.83	69.72	56.09	32.87
11	Kerala	21.80	30.00	16.17	15.66	3.16	4.15	3.73	2.81	4.12	3.10	1.24	57	1.88	2.04
12.	Madhya Pradesh	70.40	84.50	48.97	67.46	54.38	70.94	51.30	67.79	36.94	51.37	38.12	54.15	38.128	54.158
13	Maharashtra	65.80	78.10	59.09	73.35	47.30	61.35	46.29	60.35	43.97	58.18	44.02	56.30	41.49	53.98
14.	Manipur	85.50	88.60	72.91	77.89	76.15	76.13	68.87	67.98	74.38	74.99	72.41	72.26	70.53	72.27
15	Meghalaya	88.50	88.50	69.36	69.45	67.32	61.82	66.15	60.34	58.67	58.92	58.14	57.11	48.84	48.63
16	Mizoram	79.60	81.40	40.26	40.82	56.47	53.52	73.17	71.69	66.44	62.05	54.05	50.60	69.51	68.00
17	Nagaland	85.50	88.50	65.29	56.82	57.50	57.98	53.29	51.88	36.37	37.49	36.71	39.58	43.97	48.33
18	Orissa	74.70	83.20	60.06	69.65	55.59	67.79	54.25	64.66	73.18	77.61	62.64	59.04	62.648	59.048
19	Punjab	51.10	63.50	62.26	69.27	40.44	47.55	37.19	43.54	37.88	44.66	36.15	42.78	42.32	51.21
20	Rajasthan	65.60	75.50	59.86	71.20	66.82	75.16	60.15	70.86	77.83	83.73	62.34	72.34	61.27	72.54
21	Sikkim	99.20	99.00	72.57	73.57	80.29	77.73	83.96	80.93	81.77	78.41	78.83	77.93	69.04	60.61
22	Tamil Nadu	63.90	71.20	47.63	58.72	40.16	49.43	37.48	46.50	34.76	43.53	32.15	41.20	30.75	39.36

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Sl State/ No Union Territory	1980-81		1985-86		1990-91		1991-92*		1992-93		1993-94		1994-95	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(1) (2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
23 Tripura	77 70	78 50	66 74	65 50	71 73	72 18	68 04	69 55	62 95	67 04	66 28	70 92	73 96	74 81
24 Uttar Pradesh	73 80	89 50	50 63	66 70	54 97	65 60	55 99	65 87	30 43	47 08	31 39	47 63	32 24	48 35
25 West Bengal	78 40	75 50	70 63	74 46	55 21	60 23	66 88	63 89	54 27	50 51	46 52	43 96	48 828	43 968
UNION TERRITORIES														
1 Andaman & Nicobar Islands	34 30	50 30	29 86	41 66	29 56	35 82	26 84	31 46	34 29	33 95	25 25	29 62	27 78	29 83
2 Chandigarh	25 50	35 20	22 64	23 42	19 01	16 11	7 05	57	8 98	4 86	5 36	12 79	5 968	12 798
3 Dadra and Nagar Haveli	86 70	89 60	77 50	81 73	53 39	61 45	56 27	63 21	55 83	66 60	57 77	67 93	60 13	65 41
4 Daman and Diu	NA@	NA@	NA@	NA@	NA@	NA@	NA@	NA@	NA@	NA@	NA@	NA@	10 92	13 84
5 Delhi	10 90	35 30	20 09	35 68	5 54	17 33	-2 96	16 76	19 81	34 83	19 59	31 24	18 09	31 44
6 Lakshadweep	31 30	60 80	38 32	40 81	28 28	43 36	-23 59	46 32	31 05	43 87	47 18	57 43	47 20	52 50
7 Pondicherry	36 60	52 30	8 56	33 64	-10 44	11 21	-2 43	9 38	1 05	7 03	7 71	7 23	8 75	2 48

\* Provisional

\$ Enrolment figures are not available for the year and pension figures are repeated

@ Figures included in Goa

Source Department of Education, Ministry of Human Resource Development

**Total and Women Enrolment in Higher Education,  
States/Union Territories - 1994-95**

Sl. No	State/ Union territory	Total* Enrolment	Women* Enrolment	Percentage of women
(1)	(2)	(3)	(4)	(5)
1	Andhra Pradesh	4,27,652	1,33,907	31.3
2	Arunachal Pradesh	3,240	737	22.7
3	Assam	1,48,170	47,725	32.2
4	Bihar	4,75,230	87,672	18.4
5	Goa	16,977	8,634	50.9
6	Gujarat	4,16,458	1,61,964	38.9
7	Haryana	1,42,320	54,072	38.0
8	Himachal Pradesh	35,354	13,503	38.2
9	Jammu & Kashmir	44,752	17,583	39.3
10	Karnataka	4,87,562	1,66,766	34.2
11	Kerala	1,80,053	93,545	52.0
12	Madhya Pradesh	3,75,216	1,11,127	29.6
13	Maharashtra	9,50,948	3,41,384	35.9
14	Manipur	28,254	11,974	42.4
15	Meghalaya/Nagaland	19,455	7,682	39.5
16	Orissa	2,05,105	65,859	32.1
17	Punjab	1,86,797	95,000	50.9
18	Rajasthan	2,05,215	67,124	32.7
19	Tamilnadu	4,16,654	1,65,364	39.7
20	Uttar Pradesh	8,47,267	2,24,741	26.5
21	West Bengal/Tripura/Sikkim	3,54,808	1,23,835	34.9
22	Delhi	1,36,538	60,318	44.2
23	Pondicherry	9,910	4,466	45.1
Total		61,13,929	20,64,982	33.8

\* Estimated

Source Annual Report for the year 1994-95, University Grants Commission New Delhi

**Total and Women Enrolment in Higher Education by level, India - 1960-61 to 1993-94**

Year	General Education									
	Graduate		Post graduate		Research		Dipl /Cert		Total(T1)	
	Total	Women	Total	Women	Total	Women	Total	Women	Total	Women
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1960-61	348496	79458	52836	13598	4674	1043	NA	NA	406006	94099
1965-66	720539	171967	80946	21807	7690	1796	NA	NA	809175	195570
1970-71	1435909	337822	144023	38800	11177	2611	18788	3792	1609897	383025
1975-76	1730901	472250	193033	50899	15282	4186	19561	4667	1958777	532002
1980-81	1913126	578312	238916	70693	27398	8135	23089	5071	2202529	662211
1985-86	2596097	834875	293794	96294	33819	11346	25644	6214	2949354	948729
1986-87	2708333	898023	306122	104076	35236	12275	26671	6711	3076362	1021085
1987-88	2821209	958774	323362	111143	36097	12492	26867	6587	3207535	1088996
1988-89	3095852	1031624	343327	119113	38661	13984	31207	8387	3509047	1173108
1989-90	3332813	1118115	370088	131419	39412	15218	32957	8468	3775270	1273218
1990-91	3566107	1211722	395994	142421	42175	16486	35265	9177	4039541	1379806
1991-92	3813042	1312684	423416	154288	45090	17864	37705	9941	4319253	1494777
1992-93	4012104	1410159	443071	165745	46801	19190	39208	10679	4541184	1605773
1993-94	4191182	1503758	476681	176746	52488	20464	43382	11389	4763733	1712357

Contd./-



Year	Professional Education										Grand Total (T1+T2)	
	Graduate		Postgraduate		Research		Dipl / Cert		Total(T2)			
	Total	Women	Total	Women	Total	Women	Total	Women	Total	Women	Total	Women
	(1)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)
1960-61	123162	10566	6073	713	409	20	NA	NA	129644	11299	556559+	109618+
1965-66	223476	25858	10884	1723	943	63	NA	NA	235303	27644	1066884+	228598+
1970-71	310181	41021	17159	2716	2134	142	14269	3918	343743	47797	1953640	430822
1975-76	416018	54010	26793	3925	3099	291	21422	4934	467332	63160	2426109	595162
1980-81	488359	74496	34421	6308	4773	645	22355	4865	549908	86314	2752437	748525
1985-86	582800	103121	43885	8924	6527	1180	22463	5530	655675	118755	3605029	1067484
1986-87	599301	112128	50547	9155	6063	1065	22136	5416	678047	127764	3754409	1148849
1987-88	624230	117506	48167	10347	6922	1320	23974	5920	703293	135093	3910828	1224089
1988-89	691754	128201	52415	10991	7517	1496	24756	6135	776442	146823	4285489	1319931
1989-90	739279	141864	56256	12759	7476	1728	24399	6467	827410	162818	4602680	1436036
1990-91	791029	153738	60195	13831	7999	1874	26104	7009	885327	176452	4924868	1556258
1991-92	845803	166547	64361	14979	8553	2030	27916	7593	946633	191149	5265886	1685926
1992-93	888433	178912	67246	16092	8878	2180	29225	8158	993782	205342	5534966	1811115
1993-94	939265	190788	73060	17161	9950	2324	31235	8697	1053516	218970	5817249	1931327

+ includes Diploma/Certificate level enrolment for which break up of General & Professional Education not available  
Total number of students enrolled in Diploma course during 1960-61 . Total = 20,908 ; Women included in total = 4218;  
during 1965-66 Total = 22,406 ; Women included in total = 5384

Source : University Grants Commission, New Delhi

**Number of school level teachers by sex, India - 1950-51 to 1995-96**

(in '000)

Year	Number of teachers								
	Primary schools			Middle schools			High/higher secondary Schools		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1950-51	538	82	456	86	73	13	127	107	20
1955-56	691	574	117	151	132	19	190	155	35
1960-61	742	615	127	345	262	83	296	234	62
1965-66	944	764	180	528	389	139	479	368	111
1970-71	1060	835	225	638	463	175	629	474	155
1975-76	1248	955	342	778	554	224	759	559	200
1980-81	1363	1021	342	851	598	253	926	669	257
1985-86	1496	1094	402	968	663	305	1132	793	339
1990-91	1616	1143	473	1071	717	354	1194	817	417
1991-92	1636	1144	492	1079	714	365	1381	931	450
1992-93*	1682	1189	493	1082	736	346	1353	908	445
1993-94*	1703	1196	507	1080	710	370	1405	938	467
1994-95*	1714	1181	533	1122	732	390	1446	956	490
1995-96*	1740	1187	553	1165	756	409	1493	982	511

\* Provisional

Source : Selected Educational Statistics, 1995-96, Department of Education, Ministry of Human Resource Development

**Number of teachers by sex, percentage of trained teachers and teacher-pupil ratio by stages,  
States/Union Territories - 1995 - 1996**

State/ Union Territory	Primary/Junior Basic Schools					Middle/Senior Basic School				
	Number of teachers			% Trained	Teacher pupil ratio	Number of Teachers			% Trained	Teacher- Pupil Ratio
	Men	Women	Total			Men	Women	Total		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
INDIA	1187270	553166	1740436	88	47	755759	408975	1164734	88	38
STATES										
Andhra Pradesh	74341	35124	109465	97	50	28882	18786	47668	93	42
Arunachal Pradesh	2019	802	2821	44	40	1609	468	2077	43	26
Assam	59862	19285	79147	67	39	38456	8498	46954	34	28
Bihar	95769	22416	118185	86	55	79657	21294	100951	89	42
Goa	984	1873	2857	96	20	293	519	812	97	19
Gujarat	20945	17053	37998	96	48	79573	65591	145164	96	42
Haryana	10052	9091	19143	99	46	7702	4798	12500	98	39
Himachal Pradesh	13920	9253	23173	86	31	4790	1530	6320	99	19
Jammu & Kashmir	12103	6384	18487	63	45	11948	6457	18405	31	18
Karnataka	32484	23015	55499	96	48	64477	49285	113762	96	51
Kerala	14760	32369	47129	98	30	17307	33263	50630	94	30
Madhya Pradesh	139110	51544	190654	65	44	65850	24652	90502	69	37
Maharashtra	78929	71902	150831	92	38	102937	70604	173541	95	39
Manipur	6350	2794	9144	46	24	3436	1704	5140	28	24
Meghalaya	5380	4042	9422	45	40	2472	1685	4157	37	17
Mizoram	2314	2012	4326	78	23	3312	931	4243	73	11
Nagaland	4573	2176	6749	46	20	3293	1175	4468	31	17
Orissa	83332	27208	110540	100	35	34631	5862	40493	99	32
Punjab	18629	26943	45572	99	40	4724	4598	9322	97	21
Rajasthan	68909	25725	94634	98	51	64253	23358	87611	97	32
Sikkim	1861	1425	3286	40	18	1107	521	1628	47	19
Tamil Nadu	67733	47483	115216	100	50	33008	31386	64392	100	50
Tripura	6851	4686	11537	31	31	4120	1189	5309	29	24
Uttar Pradesh	220641	49818	270459	98	59	77939	19392	97331	95	40
West Bengal	133124	40511	173835	0	57	16091	5137	21228	0	61
UNION TERRITORIES										
Andaman & Nicobar Islands	450	370	820	~ 85	23	324	336	660	98	22
Chandigarh	13	231	244	0	40	17	167	184	0	38
Dadra & Nagar Haveli	150	82	232	93	42	179	247	426	95	37
Daman & Diu	146	210	356	67	41	113	68	181	100	37
Delhi	10505	16028	26533	99	32	2342	4436	6778	99	21
Lakshadweep	151	67	218	100	31	79	48	125	100	25
Pondicherry	880	1244	2124	95	27	780	992	1772	94	28

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State/ Union Territory	High/Post Basic Schools					Higher Secondary Schools/Junior Colleges				
	Number of teachers			% Trained	Teacher pupil ratio	Number of Teachers			% Trained	Teacher- Pupil Ratio
	Men	Women	Total			Men	Women	Total		
(1)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)
<b>INDIA</b>	<b>590617</b>	<b>321405</b>	<b>912022</b>	<b>89</b>	<b>29</b>	<b>391827</b>	<b>189402</b>	<b>581229</b>	<b>91</b>	<b>35</b>
<b>STATES</b>										
Andhra Pradesh	65873	48753	106626	96	32	11290	5049	16339	96	47
Arunachal Pradesh	960	292	1252	51	24	1244	287	1531	66	
Assam	38219	9041	39260	30	23	12869	1772	17611	30	29
Bihar	36147	5438	41585	92	37	5848	1942	7790	85	30
Goa	2648	3703	6351	95	27	708	664	1372	72	20
Gujarat	20050	3850	23900	99	31	30100	11140	41240	99	30
Haryana	21936	14569	36505	97	35	9572	7371	16943	97	27
Himachal Pradesh	7230	3280	10510	97	32	3830	2183	6013	98	28
Jammu & Kashmir	10970	5224	16194	72	8	4255	1576	5831	78	10
Karnataka	37885	11745	49630	98	23	16509	4242	20751	96	36
Kerala	32263	60429	92692	99	29	2265	4104	6369	100	52
Madhya Pradesh	16487	4561	21048	86	40	35873	13684	49562	76	33
Malarnachira	90308	45797	136105	96	31	67309	25810	93119	97	35
Manipur	5225	2880	8105	30	22	832	173	1305	41	19
Meghalaya	2618	2199	4817	36	18	122	131	253	98	23
Mizoram	1895	498	2393	48	13	58	6	64	0	14
Nagaland	2719	1732	4451	34	26	109	75	184	27	58
Orissa	38510	10317	48827	99	17	5528	1711	7272	100	45
Punjab	15924	14668	30592	99	27	12809	14747	27556	39	30
Rajasthan	31336	10351	41687	97	26	24173	9363	33536	97	30
Sikkim	800	545	1345	51	23	504	408	912	60	21
Tamil Nadu	25129	20300	45429	99	44	45572	33224	78796	99	39
Tripura	5490	2185	7675	34	2	3954	1975	5929	52	23
Uttar Pradesh	32976	7117	40093	97	56	49463	10201	59664	97	56
West Bengal	49453	32821	82274	73	45	29094	8945	38039	72	39
<b>UNION TERRITORIES</b>										
Andaman & Nicobar Islands	375	363	738	97	23	947	754	1701	98	20
Chandigarh	176	978	1154	0	31	391	1220	1611	0	25
Dadra & Nagar Haveli	44	14	58	82	20	101	78	179	95	23
Daman & Diu	156	96	252	95	11	29	11	40	100	25
Delhi	3647	4608	8255	99	22	15329	22411	37740	99	21
Lakshadweep	251	69	320	97	16	32	2	34	0	12
Pondicherry	917	982	1899	98	31	1108	805	1913	98	30

Source Selected Educational Statistics 1995-96 Department of Education Ministry of Human Resource, New Delhi

# PERCENTAGE FEMALE TEACHERS IN SCHOOL STAGE - 1995-96

Sl. No.	States/UTs.	Primary				Middle				Sec.Hr.Sec	
{1}	{2}	Total {3}	Female {4}	%Female {5}	Total {6}	Female {7}	%Female {8}	Total {9}	Female {10}	%Female {11}	
1	Andhra Pradesh	109465	35124	32.09	47688	18786	39.41	122965	45802	37.25	
2	Arunachal Pradesh	2821	802	28.43	2077	468	22.53	2783	579	20.80	
3	Assam	79147	19285	24.37	46954	8498	18.10	56901	13813	24.28	
4	Bihar	118185	22416	18.97	100851	21294	21.09	49375	7380	14.95	
5	Goa	2857	1873	65.56	812	519	63.92	7723	4367	56.55	
6	Gujarat	37998	17053	44.88	145184	65591	45.18	65140	14990	23.01	
7	Haryana	19143	9091	47.49	12500	4798	38.38	53448	21940	41.05	
8	Himachal Pradesh	23173	9253	39.93	6320	1530	24.21	16523	5463	33.06	
9	Jammu&Kashmir	18487	6384	34.53	18405	6457	35.08	22025	6800	30.87	
10	Karnataka	55499	23015	41.47	113762	49285	43.32	70381	15987	22.71	
11	Kerala	47129	32369	68.68	50630	33263	65.70	99061	64533	65.14	
12	Madhya Pradesh	190654	51544	27.04	90502	24652	27.24	70610	18250	25.85	
13	Maharashtra	150831	71902	47.67	173541	70604	40.68	229224	71607	31.24	
14	Manipur	9144	2794	30.56	5140	1704	33.15	9410	3353	35.63	
15	Meghalaya	9422	4042	42.90	4157	1685	40.53	5070	2330	45.96	
16	Mizoram	4326	2012	46.51	4243	931	21.94	2457	504	20.51	
17	Nagaland	6749	2176	32.24	4468	1175	26.30	4635	1807	38.99	
18	Orissa	110540	27208	24.61	40493	5862	14.48	56099	12061	21.50	
19	Punjab	45572	26943	59.12	9322	4598	49.32	58148	29415	50.59	
20	Rajasthan	94634	25725	27.18	87611	23358	26.66	75223	19714	26.21	
21	Sikkim	3286	1425	43.37	1628	521	32.00	2257	953	42.22	
22	Tamil Nadu	115216	47483	41.21	64392	31386	48.74	124225	53524	43.09	
23	Tripura	11537	4686	40.62	5309	1189	22.40	13604	4160	30.58	
24	Uttar Pradesh	270459	49818	18.42	97331	19392	19.92	99757	17318	17.36	
25	West Bengal	173635	40511	23.33	21228	5137	24.20	120313	41766	34.71	
26	A & N Islands	820	370	45.12	860	336	50.91	2439	1117	45.80	
27	Chandigarh	244	231	94.67	184	167	90.76	2765	2198	79.49	
28	D & N Haveli	232	82	35.34	426	247	57.98	237	92	38.82	
29	Daman and Diu	356	210	58.99	181	68	37.57	292	107	36.64	
30	Delhi	26533	16028	60.41	6778	4436	65.45	45995	27019	58.74	
31	Lakshadweep	218	67	30.73	125	46	36.80	354	71	20.06	
32	Pondicherry	2124	1244	58.57	1772	992	55.98	3812	1787	46.88	
	India	1740436	553166	31.78	1164734	408975	35.11	1493251	510807	34.21	

Source: Annual Report, MHRD, Department of Education, 1996-97.

**Effective Enrolment and attainment of achievement (Level III) and percentage by sex and Social Groups under Total Illiteracy Campaigns, States/Union Territories - 1996**

SI No	State/Union Territories	Effective Enrolment	Achievement Level III	Percentage of Effective Enrolment				Percentage of Achievement			
				Male	Female	SC	ST	Male	Female	SC	ST
1	Andhra Pradesh	11519008	6372823	42.11	57.89	21.92	7.54	44.35	55.65	21.61	6.16
2	Assam	935073	306021	47.42	52.58	4.46	10.75	46.99	53.01	3.28	10.06
3	Bihar	5142451	1618418	45.24	54.76	14.70	5.90	41.32	58.68	28.40	4.65
4	Goa	100527	49910	27.44	72.56	0.10	0.00	20.04	79.96	0.06	0.00
5	Gujarat	4431230	3863016	37.56	62.44	9.20	28.55	38.02	61.98	8.47	24.82
6	Haryana	1114630	270227	35.97	64.03	26.12	0.00	27.95	72.05	9.58	0.87
7	Himachal Pradesh	585547	364596	24.87	75.13	13.07	1.97	23.91	76.09	25.00	3.25
8	Karnataka	5848189	3378516	46.58	53.42	22.62	9.91	38.99	61.01	29.67	6.98
9	Kerala	1782000	1345000	-	-	-	NA	-	-	-	-
10	Madhya Pradesh	7682290	2603515	39.50	60.50	18.08	22.76	39.37	60.63	18.20	24.28
11	Maharashtra	4665143	2690830	32.34	67.66	18.36	11.13	32.51	67.49	18.37	10.67
12	Meghalaya	10557	-	-	-	-	NA	-	-	-	-
13	Orissa	4153729	1773621	39.93	60.07	21.66	31.80	44.59	55.41	19.84	29.19
14	Punjab	525226	233933	41.29	58.71	16.35	0.00	39.39	60.61	16.79	0.00
15	Rajasthan	4527869	1233437	32.23	67.77	15.10	21.47	34.54	65.46	15.86	24.75
16	Tamil Nadu	7518933	5132882	37.89	62.11	45.73	2.75	36.31	63.69	24.77	1.76
17	Uttar Pradesh	9506771	2078702	38.86	61.14	24.14	1.27	38.06	61.94	22.09	0.16
18	West Bengal	10933419	7919417	43.11	56.89	19.04	7.82	42.86	57.14	26.04	10.82
19	Chandigarh	33284	23699	39.99	60.01	41.27	12.99	39.98	60.02	51.03	11.90
20	Delhi	307167	34421	15.20	84.80	0.00	0.00	9.78	90.22	0.00	0.00
21	Daman & Diu	1657	460	27.88	72.12	3.68	48.58	43.48	56.52	6.09	43.48
22	Pondicherry	90612	88799	-	-	-	NA	-	-	-	-
Total		81757510	41476986								

Source Directorate of Adult Education Department of Education, Ministry of Human Resource Development, New Delhi

**Trade-wise Sanctioned & Approved Seats at NVTI and RVTI's for  
Women - 1995\***

Trade	NVTI	RVTI's	Total
(1)	(2)	(3)	(4)
<b>BASIC SKILLS</b>			
1 Dress Making	-	64	64
2 Sectt Practice	16	160	176
3 Electronics	16	128	144
4 Hair & Skin Care	16	64	80
5 Instrument Mechanic	-	16	16
6 Data Pre & Computer Software	40	180	220
7 Architectural Draftsmanship	16	64	80
8 Desk Top Publishing	16	80	96
<b>ADVANCED SKILLS</b>			
9 Dress Making	60	120	180
10 Embroidery & Needle Craft	20		20
11 Sectt Practice	20	100	120
12 TV set Repairs & Servicing or Electronics Measuring Instruments	20	80	100
13 Hair & Skin Care	20	-	20
14 Business Service	20	40	60
15 Architectural Assistant	20	-	20
<b>INSTRUCTIONAL SKILLS</b>			
16 Instructor General/POT	40	60	100
<b>Total</b>	<b>340</b>	<b>1156</b>	<b>1496</b>

NVTI - National Vocational Training Institute

RVTI - Regional Vocational Training Institute

\* - As in October

Source - Annual Report 1995 - 96, Ministry of Labour, New Delhi

**Women's ITI's and Women's Wings in General ITI's,  
States/Union Territories - 1995**

States/Union Territories	Women's Govt ITI's	Women's Wings In General/ Private ITI's	Total	No of Sanctioned Seats
(1)	(2)	(3)	(4)	(5)
<b>STATES</b>				
1 Andhra Pradesh	23	4	27	3340
2 Arunachal Pradesh	1	0	1	48(P)
3 Assam	4	0	4	272
4 Bihar	7	0	7	608
5 Gujarat	0	16	16	1172
6 Haryana	5	38	43	2736
7 Himachal Pradesh	15	0	15	848
8 Jammu & Kashmir	-	20	20	848(P)
9 Karnataka	17	10	27	1800
10 Kerala	3	9	12	1456
11 Madhya Pradesh	15	0	15	1808
12 Maharashtra	15	11	26	2320
13 Manipur	1	0	1	64(P)
14 Meghalaya	1	0	1	32
15 Nagaland	1	0	1	48(P)
16 Orissa	11	1	12	1152
17 Punjab	50	7	57	5688(P)
18 Rajasthan	10	8	18	704(P)
19 Tamil Nadu	10	13	23	1832
20 Tripura	1	-	1	80

Contd /-



**Women's ITI's and Women's Wings in General ITI's,  
States/Union Territories - 1995 \***

States/Union Territories	Women's Govt ITIs Private ITIs	Women's Wings In General/	Total	No of Sanctioned Seats
(1)	(2)	(3)	(4)	(5)
21 Uttar Pradesh	14	57	71	4380
22 West Bengal	4	6	10	448(P)
UNION TERRITORIES				
1 Chandigarh	1	0	1	416
2 Delhi	3	30	33	2168(P)
3 Lakshadweep	0	1	1	16
4 Pondicherry	2	0	2	216
Total	214	231	445	34480

\* As in October

(P) Provisional figures

Source Annual Report 1995-96, Ministry of Labour, New Delhi



## **Annexures**



## Annexure 1

### Time Schedule

<b>September 18, 1997</b>	
<b>1030-1200 hrs.</b>	<b>Inaugural Session</b>  <b>Welcome and Introductory Presentation: Education of Girls and Women in India: A Comparative Perspective -</b> Prof Usha Nayar, Head, DWS, NCERT  <b>Inaugural Address:</b> Sh P R Das Gupta, Secretary, Deptt of Education, MHRD, Govt of India  <b>Key Note Address:</b> Smt Asha Das , Secaretery, Deptt. of Women and Child Development, MHRD, Govt of India  <b>Chairperson's Remarks:</b> Prof A K Sharma, Director, NCERT  <b>Vote of Thanks:</b> Dr Sushma Jaireth, DWS, NCERT  <b>Rapporteur:</b> Dr Gauri Srivastava, DWS, NCERT
<b>1200-1215 hrs.</b>	<b>Tea Break</b>
<b>1215-1345 hrs.</b>	<b>Session II: Early Childhood Care and Education (ECCE)</b>  <b>Chairperson:</b> Professor K Lakshmi  <b>Discussants:</b>  Prof Venita Kaul, Head, DPSEE, NCERT Dr Adarsh Sharma, Additional Director, NIPCCD  <b>Rapporteur:</b> Ms Vandana Mazumdar, DWS, NCERT
<b>1345-1415 hrs.</b>	<b>Working Lunch</b>
<b>1415-1545 hrs.</b>	<b>Session III: Universalisation of Elementary Education with Focus on the Girl Child</b>  <b>Chairperson:</b> Prof Usha Nayar  <b>Discussant:</b> Dr N V Verghese, Senior Fellow, NIEPA  <b>Rapporteur:</b> Ms Anita Nuna, DWS, NCERT
<b>1545-1600 hrs.</b>	<b>Tea Break</b>
<b>1600-1730 hrs.</b>	<b>Session Continued</b>

**September 19, 1997**

**0930-1100 hrs.      Session IV: Second Level General, Vocational and Technical Education**

**Chairperson:** Prof A.K Mishra, Joint Director, PSSCIVE, Bhopal

**Discussants:**

Ms Adarsh Sarvaria, Director, Women's Development, D.G.E&T, Ministry of Labour, Govt of India

Dr Sudha Rao, Senior Fellow, NIEPA.

Professor Usha Nayar

**Rapporteur:** Dr Sushma Jaireth, DWS, NCERT

**1100-1130 hrs.      Tea Break**

**1130-1300 hrs.      Session V: Women's Empowerment Through Curriculum and Its Transaction**

**Chairperson:** Ms. Vibha Parthasarathi, Principal, Sardar Patel Vidyalaya

**Discussants:**

Professor Usha Nayar

Dr Gauri Srivastava, Reader, DWS, NCERT

Dr Sushma Jaireth, Senior Lecturer, DWS, NCERT

**Rapporteur:** Dr. Gauri Srivastava, DWS, NCERT.

**1300-1400 hrs.      Working Lunch**

**1400-1630 hrs.      Session VI: Focussing on Education of Out of School Girls**

**Chairperson:** Prof Mohan Menon, Director, National Open School

**Discussants:**

Prof Anita Dighe, National Institute of Adult Education

Ms. Rameswary Handa, Director, Deptt of Education, MHRD, Govt. of India

Ms Smita Nagraj, Executive Director, Central Social Welfare Board.

**Rapporteur:** Ms Anita Nuna, DWS, NCERT

**1630-1730 hrs.      Closing Session**

**Valedictory Address:** Professor A K Sharma

**Vote of Thanks:** Dr Sushma Jaireth

## Annexure II

### List of Participants

Ministry of Human Resource Development New Delhi			
1	Shri P R Dasgupta Secretary Deptt Of Education MHRD , New Delhi	3	Dr B Vijaya Kumar Director SCERT, Vidya Bhawan, Poojapura Trivandrum - 695012 Kerala
2	Ms Asha Das Secretary Deptt Of Women and Child Development MHRD, New Delhi	4	Dr Adarsh Sarvaria Director, Women's Development D G E & T, Ministry of Labour Shramshakti Bhawan
3	Ms Sujaya Krishnan Under Secretary Deptt Of Education MHRD, Shastri Bhawan New Delhi- 110001	5	Dr G N. Talukdar Director of Secondary Education Kahilipara, Guwahati, Assam
4	Ms Rameshwari Handa Director, Department of Education, Shastri Bhawan New Delhi	6	Dr R K Chaudhari Director Gujarat Council of Educational Research and Training Gandhi Nagar, Gujarat-382021
		7	Dr K. Lakshmi Consultant ECE, DPEP, Andhra Pradesh
States			
1	Prof Kali Kumar Das Director Teacher Education and SCERT, Orissa, Bhubaneswar	8	Sh Sanat Kumar Sharma Correspondent NSP, AIR
2	Dr M S Chatterjee Director SCERT, West Bengal	9	Sh Virat M Vora Chairman Gujarat Secondary Education Board Gandhinagar, Gujarat

- |   |   |
|---|---|
| <p>10     <b>Prof. Neeta Jain</b><br/> <b>SCERT</b><br/> <b>Board Office Complex</b><br/> <b>Shivaji Nagar, Bhopal</b><br/> <b>Madhya Pradesh.</b></p>  | <p>17.    <b>Ms. G. Meenakshi</b><br/> <b>Director of Public Instruction</b><br/> <b>(Primary Education)</b><br/> <b>New        Public        Offices,</b><br/> <b>Nrupathunga Road,</b><br/> <b>Bangalore, Karnataka</b></p> |
| <p>11     <b>P T Valsa</b><br/> <b>Addl Director of Public</b><br/> <b>Instructions</b><br/> <b>Office of the Director of Public</b><br/> <b>Instructions, Jagathy</b><br/> <b>Trivandrum, Kerala</b></p> | <p>18     <b>Ms. Malathi, B S</b><br/> <b>Assistant Director</b><br/> <b>DSERT, B P Wadia Road,</b><br/> <b>Basavangudi</b></p>   |
| <p>12     <b>Ms Usha Batra</b><br/> <b>Senior Specialist</b><br/> <b>SCERT, Gurgaon, Haryana</b></p>  | <p>19     <b>Sh Sekhar Dutt</b><br/> <b>Principal Secretary</b><br/> <b>Education &amp; Sports &amp; Youth</b><br/> <b>Affairs</b><br/> <b>Govt of M P , Bhopal-462004</b></p>  |
| <p>13.    <b>Ms Sarla Datt</b><br/> <b>Deputy Director</b><br/> <b>SCERT, Gurgaon, Haryana.</b></p>   | <p>20.    <b>Sh Nar Narayan Soni</b><br/> <b>Officer on Special Duty (Edu )</b><br/> <b>Secretariat, Govt. of Rajasthan,</b><br/> <b>Jaipur (Raj )</b></p>  |
| <p>14     <b>Dr R.N Sharma</b><br/> <b>Director,</b><br/> <b>SCERT, Lucknow, U P.</b></p>   | <p>21.    <b>Sh Gopal Krishan Sood</b><br/> <b>Assistant Director (Pry.)</b><br/> <b>Directorate of Primary Education</b><br/> <b>Shimla, H P</b></p>   |
| <p>15     <b>Sh. Sushil Mohan</b><br/> <b>Secretary,</b><br/> <b>Basic Education</b><br/> <b>Sachiv Bhawan</b><br/> <b>UP Secretariat</b><br/> <b>Lucknow, UP</b></p>                                     | <p>22     <b>Ms. Shakuntala M Kale</b><br/> <b>Prof &amp; Head</b><br/> <b>WEC, MSCERT, Pune-411030</b></p>   |
| <p>16     <b>Dr. P Palanivelu</b><br/> <b>Director</b><br/> <b>Directorate of Teacher Education</b><br/> <b>Research and Training</b><br/> <b>DPI Campus,</b><br/> <b>Chennai, Tamil Nadu -</b></p>       | <p>23     <b>Ms Lata Sarup</b><br/> <b>Coordinator</b><br/> <b>MSCERT,</b><br/> <b>Sadashiv Peth, Pune-411030</b></p>   |
|   | <p>24     <b>Sh N C Wadhwa</b><br/> <b>Director</b><br/> <b>Secondary Education</b><br/> <b>Haryana</b></p>   |



- |       |  |    |   |
|-------|--|----|---|
| 25    | Sh R Narayana Swamy<br>Director of Elementary<br>Education<br>DPI Compound<br>College Road, Nungambakkam,<br>Chennai-6, Tamil Nadu | 30 | Dr Liaquat Ali<br>Deputy Director<br>Secondary Education, Orissa                                  |
| 26    | Ms. Swaran Bassi<br>TGT<br>SCERT, H P<br>Solan   | 31 | Ms Asha Gupta<br>Head,<br>Deptt. of Education in Science<br>and Mathematics,<br>SIE, Chandigarh   |
| 27    | Dr Raman P Singh<br>Lecturer & Active Head<br>Deptt Of Educational<br>Technology,<br>SCERT, Bihhar, Patna                          | 32 | Dr J Nagalakshmi<br>Reader<br>SCERT, OPP L B Stadium<br>Basheer Bagh<br>Hyderabad - 500 001 (A P) |
| 28    | Dr. Celsa Pinto<br>Direcator (Addl Charge)<br>State Institute of Education,<br>Alto-Porvarin, Goa                                  |    |   |
| ----- |  |    |   |
| 29    | Sh P V Patel<br>Director Primary Education<br>Gujarat  |    |   |

### **Local Participants**

- |    |  |    |  |
|----|--|----|--|
| 1  | <b>Dr. K. Sudha Rao</b><br>Senio Fellow and Head<br>Higher Education Unit<br>NIEPA, New Delhi-16   | 8  | <b>Ms Desiree Jongsma</b><br>Project Officer Education<br>UNICEF,<br>73, Lodi Estate<br>New Delhi-110 003  |
| 2. | <b>Ms Adarsh Sarvaria</b><br>Directorate General of<br>Employment<br>and Training, Ministry of<br>Labour<br>Shram Shakti Bhawan<br>Rafi Marg, New Delhi - 1                  | 9  | <b>Prof Karuna Chanana</b><br>Z H Centre for Educational<br>Studies<br>J N U , New Delhi - 110 067   |
| 3  | <b>Ms Riet Turksma</b><br>Sr Gender Expert<br>Education and Culture<br>Unesco, 8, Poorvi Marg,<br>New Delhi - 110 005  | 10 | <b>Ms Janice Baker</b><br>Social Development Advisor<br>British Council (DFID)<br>Education Project Office<br>17, Kasturba Gandhi Marg,<br>New Delhi - 110 001         |
| 4  | <b>Ms Veena Jain</b><br>DPEO (HRD)<br>PIB, Shastri Bhawan<br>New Delhi   | 11 | <b>Ms Sneh Rewal</b><br>Director (Girls Education)<br>CARE, B-28, Greater Kailash-I,<br>New Delhi  |
| 5. | <b>Prof Aparna Basu</b><br>Deptt. of History<br>Univ of Delhi, Delhi   | 12 | <b>Dr G K Joneja</b><br>Reader<br>DEPC&G<br>NCERT, New Delhi   |
| 6  | <b>Ms Vibha Parthasarthy</b><br>Principal<br>Sardar Patel Vidyalaya<br>Lodi Estate,<br>New Delhi - 110 003   | 13 | <b>Ms Sujaya Krishnan</b><br>Under Secretary<br>Deptt of Education<br>MHRD, Shastri Bhawan<br>New Delhi - 110 001  |
| 7  | <b>Ms Vidyeeswari Rao</b><br>Deputy Director of Training<br>Directorate General Employment<br>and Training, Ministry of Labour<br>Shram Shakti Bhawan<br>New Delhi - 110 001 | 14 | <b>Dr Rina Bhattacharya</b><br>Research Co-ordinator<br>Instt of Social Studies Trust,<br>India Habit Centre<br>Zone 6, Upper Ground Floor<br>Lodi Road, New Delhi - 3 |

- 15      **Ms Zarina Bhatti**  
Freelance Women in Dev  
Consultant  
17, Zakir Bagh, Okhla Rd  
New Delhi - 110 025
- 16      **Ms Anita Sharma**  
Tech Officer  
Director General of Employment  
and Training  
Shram Shakti Bhawan  
Rafi marg, New Delhi - 110 001
- 17      **Ms Srijata Das**  
Lecturer  
SCERT, Varun Marg,  
New Delhi - 110 024
- 18      **Dr N V Verghese**  
Senior Fellow  
NIEPA  
New Delhi

## NCERT FACULTY

- 1 Prof A K Sharma  
Director
- 2 Prof A N Maheshwari  
Joint Director
- 3 Prof P K Bhattacharya  
Joint Director (CIET)
- 4 Prof A K Mishra  
Joint Director (PSSCIVE)  
Pandit Sunderlal Sharma  
Central Institute of Vocational  
Education  
Bhopal (Madhya Pradesh)

### Department of Pre-School and Elementary Education

- 5 Prof Venita Kaul – Head
- 6 Dr. Daljit Gupta  
Reader
- 7 Dr Manju Jain  
Reader
- 8 Dr. Sandhya Paranjpe  
Reader
- 9 Dr Usha Dutta  
Reader
- 10 Ms Kanta Seth  
Sr. Lecturer

### Department of Teacher Education and Extension

- 11 Dr K M Gupta  
Reader
- 12 Dr Sakuntala Nagpal  
Reader

- 13 Dr Saroj Pandey  
Reader

### Department of Education in Social Sciences and Humanities

- 13 Dr Manju Bhatt  
Reader
- 14 Dr Kiran Devendra  
Reader

### Department of Education of Groups With Special Needs

- 15 Dr Anita Zulka  
Reader

### Central Institute of Educational Technology

- 16 Dr S P Banihal  
Reader
- 17 Dr Harmesh Lal  
Reader

### Department of Education in Non- Formal and Alternative Schooling

- 18 Prof. Shukla Bhattacharya

### Department of Educational Psychology and Foundations of Education

- 19 Dr G K Joneja  
Reader

**Department of Women's Studies**

20. Prof. Usha Nayar  
Head
21. Dr Kusum Premi  
Consultant
22. Dr K C Nautiyal  
Reader
23. Dr Gauri Srivastava  
Reader
24. Dr Sushma Jaireth  
Sr. Lecturer
25. Ms Anita Nuna  
Project Associate
26. Mr Mohammad Yunus  
Sr Project Assistant
27. Ms Bandana Majumdar  
Project Associate

**Public Relation Office**

28. Shri A S Birghi  
Public Relation Officer
29. Ms Sapna Sharma  
Sr Project Officer

**Administrative Support**

- Smt Jasbir Kaur Bhatia
- Sh Ram Gopal Sharma
- Sh Chander Bhan
- Sh Om Prakash
- Sh Gopal Dass
- Sh Rajesh Ranjan
- Sh. Keshav Kumar



**Annexure 3**  
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